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ABSTRACT

Presented is a curriculum guide for children with multiple sensory impairments, and described is the Georgia Center for the Multi-Handicapped. Provided are developmental scales for evaluating receptive and expressive language, auditory skills, visual perception, and motor skills. Preprimary and primary curricula (covering such areas as self-care skills and social maturity) are reviewed. Motor skills and visual perceptual training activities are listed along with curriculum activities for preprimary and primary levels. Included in the activities description is information on materials and procedures. Excerpts from children's progress records are also provided. Covered in three appendixes are such topics as progress reports and explanations, and learning sequences to assist evaluation. (CL)

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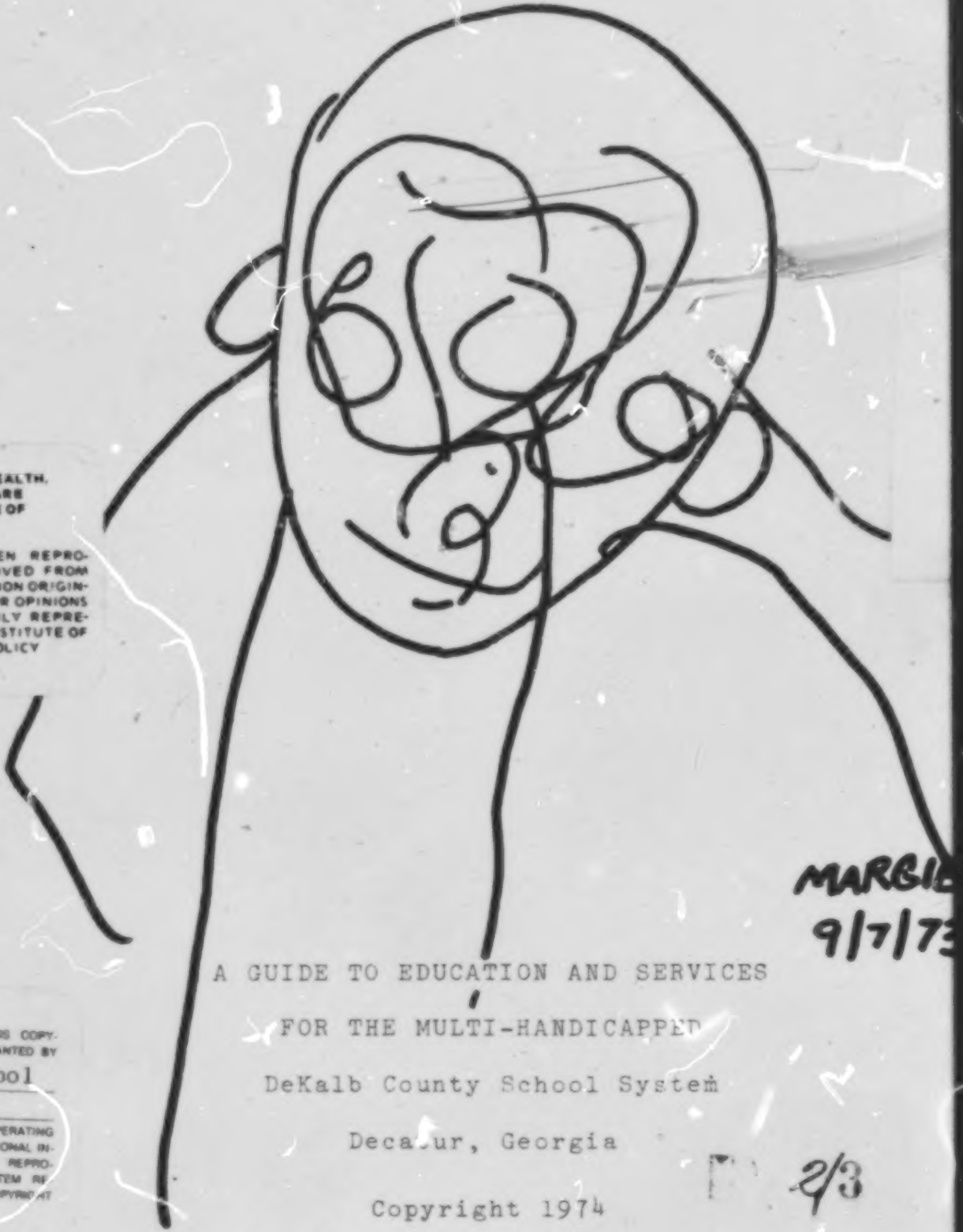

A GUIDE TO EDUCATION AND SERVICES
FOR THE MULTI-HANDICAPPED

DeKalb County School System

Decatur, Georgia

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A GUIDE TO EDUCATION AND SERVICES
FOR THE MULTI-HANDICAPPED

THE GEORGIA CENTER FOR THE MULTI-HANDICAPPED

DeKalb County School System
DeKalb County, Georgia
JUNE, 1974

FOREWORD

It is with a great deal of pleasure that we make the "Guide to Services" available to you. This guide reflects the efforts of many dedicated staff members intent upon providing quality services for multihandicapped children and youth. The guide in its looseleaf form should be utilized as a working document being updated continuously and localized for individual use.

The scales can be used to find developmental levels on each child in five to seven areas. The activities can be used for programming and teaching children to raise developmental levels. Basic experiences can stimulate teachers to be creative. It should be a stepping stone for each teacher to use his talents and imagination as he works with each child.

I should like to thank those who worked so diligently as a team in putting together a guide of this nature. Their efforts as part of a total commitment to quality services for all of our children are appreciated.

James H. Hinson Jr.

James H. Hinson, Jr.
Superintendent

INTRODUCTION

The staff of the Department of Special Education is pleased to make this Curriculum Guide available for your use.

Though the Curriculum Guide is designed specifically for teachers who work with multi-handicapped children in the DeKalb County School System, it should also be helpful to regular classroom teachers as well as other special classroom teachers, general school administrators, and ancillary professionals who assist us with our planning for these children. The Guide should also serve as an important tool in parent education and interpretation.

Continuous improvement and upgrading of the program for the children with multiple sensory impairments is our primary goal. This Curriculum Guide will serve as an additional instrument in this effort. It must, however, be remembered that the Curriculum Guide will never be a finished product, and will always be undergoing revision. The reason for using loose leaf binders is to enhance this concept and lend flexibility to its use. The teachers and teacher assistants are encouraged to include their own revisions continuously, and through this, assist in periodic major rewrites of the Guide.

I should like to express my thanks to the teachers and others who worked so long and hard on this Guide. Especially I extend my gratitude to the following: Mrs. Ruth H. (Pat) Carpenter, Director, Mrs. Sara R. Walsh, Teacher, Miss Wendie K. Nowlin, Social Worker-Center Coordinator, Mrs. Emma Barnes, Administrative Assistant, Miss Gray McKenzie, Teacher, Mrs. Stephanie Dirst, Teacher, Miss Patricia Hickey, Teacher, Miss Jane Grauer, Teacher, and Miss Linda Comento, Teacher Assistant. These people spent a great deal of effort in writing, editing, pulling together, and adding the final touches to the first edition.

This Guide serves no other purpose than to help you better serve children who have multiple handicaps.

Harold Turner
Director
Department of Special Education

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A PARENT COMMENTS

July 29, 1974

Dear Mrs. Carpenter:

It is difficult for me to express all the effects of the Center for Multi-Handicapped on our lives, especially mine. At a time when Monica's medical needs had been met, John Tracy Clinic was growing weary of my correspondence, and my preacher's only suggestion was prayer, we went in search of expert advice -- this search led us to Aidmore and the Center for Multi-Handicapped. Wendie Nowlin came to visit us and assured us that there was a group who were not only concerned about Monica's future, but had the expertise to help us cope with our situation. Monica was then two years old and since she would not be evaluated until she was three we discussed goals which we as a family could work toward. These home visits gave us hope and direction.

The following year Monica went to Aidmore to the Georgia Center for the Multi-Handicapped to be evaluated. Our group of concerned people grew - such a pleasant experience despite driving 300 miles each week. While they were observing Monica's potential I was trying to learn from their experience methods to help Monica grow mentally and physically. Questions were asked and answered, feelings expressed, and oh! that glorious experience of communication. While I was in

Atlanta the Center arranged for me to observe various programs for the handicapped including the deaf-blind class in Macon and to meet the individuals involved in them. Not only was the Georgia Center influencing Monica's future but mine as well.

That spring Monica returned to Atlanta to participate in Sara Walsh's class at the Doraville Center for the Multi-handicapped. These classes are a joy to see and the dedication and ingenuity of the teachers is amazing. Even more was the progress their children had made since the previous fall.

These experiences helped Monica to mature enough so that in the fall of 1973 accompanied by a tutor-companion provided by the Center she climbed on a yellow bus in Albany and attended the pre-school deaf class. I had become so enthusiastic after my experience in Atlanta that I worked as an aide in the pre-school program for the handicapped and became a member of the "State Advisory Board for Kindergartens." The Center continued to advise Monica's tutor-companion and two of the multi-handicapped children in my class were evaluated by the Center. We considered our year a success!

Monica is now five and because she is deaf-blind and we do not live in a metropolitan area where an adequate educational program is provided on a daily basis, once again with Wendie's and Pat Carpenter's help and advice we are about to embark on another adventure. The Center had Monica re-evaluated at Perkins in Boston and she was accepted - with a grant-in-aid funded by the State of Georgia and the Federal Government this fall she will climb on a silver plane instead of a yellow bus to attend

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school. The Center has placed Monica in the best possible learning situation, given me the opportunity to use my background constructively to help handicapped children and their parents, and broadened my whole family's horizons.

To have a multi-handicapped child is overwhelming, time consuming, frustrating, but most of all it is a job no one is prepared to undertake along with their other responsibilities. However, it is a field involving some really "beautiful people" -- parents, teachers, children, administrators, doctors, etc. The Georgia Center for the Multi-Handicapped is "beautiful" -- We will never be able to thank them enough for all they have done for Monica.

Sincerely,

s/ Barbara Bell

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Acknowledgments and Thanks

The development of a program with the wide range of influence, the teamwork among disciplines, and the warm concern for individuals which is the heart of the Georgia Center for the Multi-Handicapped is built from the contributions of many pleple over a period of years. To each and everyone who has worked with this program from its very beginning stages we extend our deepest thanks. Your work is a part of our present services.

My role was one of planner in the early stage of the Center. I left the state as the first children were being admitted to the diagnostic and evaluation center, and day classes were a dream of the future (once we found out what these children, who had been referred for "rubella like syndrome", were really like). I returned to Georgia when the program had been in operation for three years, day classes had been initiated at Elks Aidmore Hospital, and some of the children who were unable to do much of anything for themselves were walking, talking, signing, marching to the cafeteria, sitting up and eating independently at the table, and were in every way eligible for entry into a regular school setting. The transition was made to the DeKalb County Schools Early Childhood Education Center, with transportation provided to students from five counties in the Metropolitan Atlanta area. Now most of those children who were part of the first classes have returned to their home communities for placement in special education classes or regular classes, and a number have been placed in the Georgia Academy for the Blind, and the Atlanta Area and Georgia Schools for the Deaf.

We would especially like to thank York Hudgins, first Director of the Georgia Center for the Multi-Handicapped, and all of the following for their inestimable help: Dwain Blackston, Richard Blumberg, Betty Burton, Richard Carr, Jim Cherry, Linda Connelly, Ouida Craig, John Crosby, Ron Cyphers, Dick Dirst, Marigene Duff, Sue Elkins, Dale Fehl, Donald Fite, Marilyn Flynn, Vicki Fowler, Lisa Gray, Jep Greer, Sarah Handley, Lelia Haulk, Isabella Holmes, Dorothy Jaeger-Lee, Lee Jones, Mamie Jo Jones, Wayne Jones, Emil Karp, Al Koch, Liz Komac, Lee Lindsey, Smokey Long, Kathy Luck, Mary Marsh, Tony Molinaro, June Morgan, Wanda Nicholson, Damaris Ouzts, Polly Peoples, John Per-Lee, Kris Poulsen, Elizabeth Shafer, Marylyn Shelton, Bill Shubert, Charli Sirmans, Harold Turner, Marilyn Veal, Alex Wawrzyniak, Mike Weinroth, Fran Whigham, Jane Williams, and Aidmore Nursing Personnel. We also give our thanks to the unsung heroes of the United States Office of Education, Bureau of Education for the Handicapped, without whose tangible support we could not continue the quality of services as they are today.

To bring the record up to date, the Georgia Center for the Multi-Handicapped has now completed evaluations on more than two hundred multi-sensory impaired children, and almost all of these have been placed. Many of the opportunities for placement did not exist in 1969, when the Center started, but the State of Georgia and its agencies for health and education have responded to the need for services, and now the process of referral, evaluation and placement in educational programs is much smoother. There is more help than there was, but we still have a long way to go. The children are growing up, and our plans now are for their training to be good citizens who can make contributions to their homes and communities. Prevocational training, work-study programs, vocational evaluation and training for all those who can gain from such training is our goal for the future of "our children." For each of them is ours, even though we do not see them every day.

Pat Carpenter

LITTLE THINGS

An acorn holds a towering oak
and in a tiny, withered seed
a thousand summer roses sleep;
a wisp of shaggy cloud may hide
the gathered fury of a storm
and from a single tick of time
a whole eternity is born.

One man with a consuming dream
can shake an empire to its roots
or dare the splendor of the stars,
or with one sudden thought begin
the wisdom of immortal books,
hew sculptured beauty from rude stone,
turn silence into deathless song.

by Robert Smithdas

From City of the Heart,
Taplinger Publishing Company, New York

GOALS AND PURPOSES OF PROGRAM

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The Georgia Center for the Multi-Handicapped is a multidisciplinary agency administered by the DeKalb County, Georgia Board of Education to serve the State of Georgia in diagnostic evaluation and educational programming for multi-handicapped children who have sensory impairments in addition to other problems. It is supported by the Georgia State Department of Education and Title VI of ESEA, and is a part of the Southeastern Regional Center for Deaf-Blind Children.

Established in 1969 to meet the specific needs of the preschool child damaged in utero by the effects of prenatal rubella, the Georgia Center has broadened its scope to serve children from infancy to age sixteen. Rubella is just one of the many etiologies which cause complex medical and educational problems to children and their families. The Georgia Center for the Multi-Handicapped is unique in the State in its mission to all handicapped children with sensory impairments PLUS other problems. Our objective has always been to look at each child as a total individual to discover how he can learn.

The term, "Multi-Handicapped", means many things to many people. In the pages which follow, the term refers to hearing and/or visual impairment in addition to retardation, neurological damage, emotional disturbance, cerebral palsy or other crippling conditions.

This book has been written by members of the teaching and evaluation staff of the Georgia Center for the Multi-Handicapped. It is not meant to be a "cookbook." When this program began, there were no directions, no roads to follow, no easy answers; only questions. Herewith are some of the ways developed by creative and fearless young teachers to evaluate and teach the deaf and/or blind multi-handicapped child.

The goals and purposes of the Georgia Center for the Multi-Handicapped serve as the foundation and guiding force for the program. The goals are:

1. To identify and serve multi-handicapped children within the State of Georgia.
2. To provide home visits, counseling and placement services to parents of children referred for evaluation.
3. To locate, evaluate, and refer multi-handicapped children to available and feasible programs.
4. To begin the education of multi-handicapped children and prepare them for participation in programs whereby they can achieve their educational potential.
5. To cooperate and work with agencies and other programs which share an interest and responsibility for these children.
6. To encourage and assist in the establishment of new programs as the need arises and to constantly upgrade the existing programs.

PERSONNEL

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

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STAFF

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

RUTH H. (PAT) CARPENTER, Director

WENDIE K. NOWLIN, Social Worker-Center Coordinator

EMMA BARNES, Administrative Assistant

SARA R. WALSH, Resource Teacher

GRAY McKENZIE, Teacher - Day Class

JANE GRAUER, Teacher - Day Class

STEPHANIE DIRST, Teacher-Evaluator

PATRICIA HICKEY, Teacher-Evaluator

ELIZABETH KOMAC, Teacher-Evaluator

JOAN CLEMENTS, Teacher Assistant

MARY ANN WOOD, Teacher Assistant

The Evaluation Center

The Evaluation Center, a residential facility, is located at Elks Aidmore Hospital where it receives the support of Mr. A.E. Koch, Executive Director of the Hospital, the Medical Director, Dr. Vehbi Yucel, and direct services from the staff of the hospital.

Referral:

Children who have a sensory impairment in addition to other handicapping conditions may be referred to the Georgia Center for the Multi-Handicapped by anyone who has knowledge of such a child. Referrals are frequently received from parents, teachers, social workers, doctors, nurses, and sometimes neighbors.

Social Services:

The staff of the Georgia Center includes a Social Worker, one of whose roles is to serve as liaison between the Georgia Center and parents educational and/or training programs, and other agencies.

The social worker arranges for a home visit to any family throughout the state whose child has been referred. During the visit the social worker explains the program to the parents, observes the child, and completes the application form when it is determined a child qualifies for evaluation.

The Center considers placement of children in educational programs one of its primary goals as well as a continuing interest and responsibility for children evaluated at the Center. All children evaluated are followed by social work services through placement in day classes, public school programs, day or residential schools or hospitals.

If, as occasionally happens, a child is not eligible for services of the Georgia Center, the social worker and the director will make recommendations to other agencies which may better serve the child and his parents.

Waiting List

A list is kept of children who are awaiting evaluation. Evaluation usually takes from three to four weeks. As soon as there is an opening in the evaluation schedule, the parents are contacted and arrangements are made for a child on the waiting list to be admitted.

Admission Procedures

Children may be admitted as day students if they live in the Metropolitan Atlanta area and have transportation available to them.

Residential students are admitted as in-patients to Elks Aidmore Hospital. They participate in the educational evaluation program from 9:00 a.m. to 3:00 p.m. each day from Monday through Friday, and most of them return home for the weekends.

The Medical Director of Elks Aidmore Hospital is responsible for the child's physical care and for any medical consultations which are recommended by him. The nursing staff takes care of him in the hours when he is not in school. Specially trained child care aides provide carry-over from the school program to the hospital in self-care and socialization.

PARENT SERVICES

There is no area of concern which warrants more of our attention and receives less than that of the parents and families of multiply disabled children. Children with multiple disabilities present multiple problems which they and their families must face.

The opportunity for *enabling* parents to better cope with their situation, feel themselves to be worthy, and establish and maintain a satisfying home life for themselves and their children is an awesome challenge, but most decidedly a part of our responsibility to their children.

Providing parent services means many things to many people. Certain basic components are essential - they may be obvious - but still deserve our attention here. Ray H. Barsch in *The Parent of a Handicapped Child* refers to the parents as the "patients" who must be treated first before we can effectively treat the child.

Open communication is what we strive for, but it is not easily accomplished, for parents of disabled children often have many wounds which need healing. A professiona is seen as a busybody or intimidator rather than someone who wants to help.

Frank Shontz wrote in his article, "Reaction to Crisis," that parents "adapt" rather than "adjust" to having a disabled child. He emphasizes the importance of understanding the process of the "adaption" in order to be tuned to recognize the stage of the process the parents have reached and its impact upon our programming with them.

No tool is more important for fostering a mutually productive relationship with parents than LISTENING. Often it is what they don't say rather than what they do say which says the most. From the onset, parents must be considered advocates for their own child and included as active participants in any decision which will affect their child whether it be curriculum, behavior management, change of placement, or a new bus driver.

Teachers can be part of the vital link between home and school, but, unfortunately, few have received orientation as part of their training which prepares them for the task. The whole concept of teachers working directly with parents becomes more and more familiar as individual states mandate school systems to educate all disabled children, and with the growing visibility of parent training and infant programs.

Another essential component which seems bluntly obvious is "honesty." There is no downfall in saying, "I don't know." Pretending to know or disguising our uncertainty in professional double talk clearly leaves parents disenchanted, and understandably wary. Parents can come to value our judgment only if we treat them like people instead of outsiders.

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Traditionally parents of disabled children have looked to physicians for the answers to their problems. The parents of our children in particular have been to scores of doctors, receiving very little useful information about their child in return. We in the special education profession must be available and encouraging to open dialogue with the medical profession as well as parents because it can be through us that they gain perspective about their patient's total being.

The Georgia Center for the Multi-Handicapped attempts to involve the parents every way possible in both the evaluation and educational programs. The first step after the referral is received is the home visit. The value of this journey to talk with parents and child on their own territory cannot be over-emphasized. Certainly a brief visit cannot tell the whole story - it is only a snapshot of the situation - but it does let parents know that we will come to them to discuss their concerns with them.

During the evaluation process parents are encouraged to come, to call, to ask, to voice, and to cry. In few instances have they had as much leeway to set the stage. Their individual needs and those of their child are of primary importance. They are provided with as much time as needed during intake and discharge conferences to discuss their most pressing concerns.

Though relatively unstructured, time is provided for parents each Friday when they come to get their child for the weekend. They may wish to observe, watch video tapes, and talk with the teachers. In this way, they can become informed of the week's happenings with their child so that they may come to the discharge conference with some idea of the progress their child is making.

The discharge conference is the final staffing of parents, teachers, and social worker on a child's last day of enrollment. It is often a time of joy, sometimes disappointment, as parents, often for the first time, discuss frankly their child's level of function and needed schooling. This conference is often the launching pad for the child's very first educational experience.

Day Classes

Working with parents on an ongoing basis is particularly exciting. The Center provides various avenues for parent/center contact which in most instances have been a vehicle to stimulate progress in the child and satisfaction and confidence in the parents.

Parent conferences, whether by phone or in person, provide the most obvious link between home and school. More and more parents are coming to school in person to observe, ask questions, and work with their children. This is real communication! It did not happen overnight but took years of verbal exchange until

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parents felt sure enough of themselves, the teacher, and the program. In a sense, the program has become their program.

Parent group meetings and PTA have always been ways and means of familiarizing parents with what is going on with their children. Initially meetings of the day class parents were held once a month to discuss pertinent topics, learn sign language, or rap about management problems at home. In the second and third years of the day classes when they became part of a learning center, our parents joined in with the parents of other children at the center for PTA. This enabled them to realize there are other parents with problems like themselves but also engendered a mutual and active concern for our school and our children. Interaction among the center parents and its outgrowth, mutual responsibility, has been one of the most vital "enablers" for our parents and families toward the realization of self-worth and an understanding of the Georgia Center's goals and objectives.

Camp

Perhaps the most exhilarating experience we have had with our parents and children is CAMP. Our combined staff and volunteers have gone with the children twice and with the children and parents in May, 1974, to Camp Will-A-Way at Fort Yargo State Park near Winder, Georgia. This experience of removing staff and students from the city to the out-of-doors opened new vistas for all involved.

First, parents trusted us enough to stay overnight in a strange place with their children. It gave them a few days to be with family and friends away from their child who was also having a good time. It gave us an opportunity to relax along with the children in a peaceful, scenic environment where both could "listen" to one another from as yet unexplored horizons. We went with fear and trembling and the greatest of expectations. The entire experience totaled success, and reverence, yes, reverence for parents whose life at home with our children whose senses and curiosities may have never been stimulated in ways that only nature can.

Taking parents with us was another untravelled road. But we were game. We planned a program for relaxing and learning. Both were accomplished to the delight of all. Our parents, our children, and our staff want to go to camp again. What better endorsement than that!!

Programming with parents will lead us down many highways, and into many new adventures. They have been receptive and our best critics. They want more and more openness with us now that they've known it is soothing, strengthening, and enables them "to be."

Language Development
# of the Multi-Handicapped Child

by

Sara R. Walsh

I'm a normal six months old baby. At about six weeks of age, I finally got my eyes to focus and since then I've seen the mouths of my parents, and the people around me, moving in all sorts of ways and making funny sounds. I am now trying to make some of these sounds myself and... Wow... you should see how much attention I'm getting!

I'm now one year old and believe it or not, some of those funny sounds are beginning to make sense to me. It appears there is a particular sound or group of sounds for everything around me. Yesterday, at mealtime, I tried one that sounded like "more" and my mother almost tripped on her chair as she hurried to get me another piece of cake. Say -- there must be something important about those sounds. I think I'll pick up a few more and see what magic they can produce.

I'm a six months old deaf-blind baby. There's darkness around me. Occasionally, I see a shadow or a spot lighter than the others. I hear no sounds to speak of. Sometimes when I've just been put down by that "warm and gentle" thing that I love so much and the "warm thing" moves away, I hear a faint sound as something is opened and closed. I don't know what I am, but I know I must be important to the "warm and gentle" things that hold me. I do feel things. I know I'm soft and other things are hard. I feel swooshes of air about me (some warm; some cold). The "warm and gentle" things that hold me have an up and down movement when I'm ever so near. They also give off funny vibrations at times. Sometimes I feel like I want to know more about these things, but often I'm left alone and I'm getting the feeling that it would take too much effort to find out. I'm slowly beginning to "put all this" out of my mind and am doing things with what I have. I can suck on things. I can get a great sensation from banging my head. If I poke and pull at my eyes, the shadows increase, and "You know what?" - I even got a spark of color the other day when I poked my eye "just right." Since I am alone so much and I don't know what all this around me is about, I think I'll just stay in my own little world and enjoy what I have.

The first story relates my impression of how a normal child begins to acquire language. The second gives my thoughts as to the reasons a a deaf-blind child fails to acquire language normally, i.e., the primary reason appears to be his handicaps plus the lack of stimulation and motivation at an early age.

The Georgia Center for the Multi-Handicapped attempts to evaluate deaf-blind or multi-handicapped children in the area of Language Development.

Perhaps a frightening experience of mine would help identify more specifically the type of child we receive for evaluation. I was sitting in class in a Language Development course I have since completed. Our professor had required that each of us choose some method of Language Development or a book on Language Development to discuss before the class. I sat and listened to discussion of language problems encountered with the trainable mentally retarded child, the educable mentally retarded child, the emotionally disturbed child, the aphasic child, the deaf child, and the child with specific learning disabilities. Mentally I put all these problems together, added visual impairment or blindness, psychomotor retardation and physical handicaps, and sat there and took a good look at the child I was attempting to evaluate and teach. It was indeed frightening!!!

Fortunately, this picture was followed by the recall of a bit of a poem I had heard during a talk by Dr. Buscaglia, the Love Professor from U.S.C. He read a poem written by a 20 year old girl during a moment of disillusionment with her world. The part I remember goes like this:

> I am not a sacrilege, nor a privilege,
> I may not be competent or excellent
> But I am present!

The deaf-blind multi-handicapped children are present and if for no other reason their presence entitles them to be educated to their potential. I feel I am privileged to play even a small part in their lives.

When our Center first came into being, the staff decided to spend our first months preparing instruments whereby we could obtain the very best evaluation possible. Following are the developmental scales prepared for the area of language. They will be outlined and explained.

Diagnostic and Psycho-educational Evaluation

Each child receives a complete physical examination. He may also be seen by the physiotherapist, the pediatric neurologist, ophthalmologist, audiologist, dentist, and other medical or educational specialists as determined by the attending physicians and the Center staff. He goes to the classroom every day where teacher-evaluators work with him individually and as part of a group to determine his present functioning level in language, vision, hearing, social and adaptive behavior, motor skills, and activities of daily living.

Evaluation Report

Children in evaluation are staffed weekly by the medical/education team so each member is apprised of each child's progress during the evaluation period.

A comprehensive report is compiled on each child who is evaluated. It represents the findings of each person who has examined the child, and each teacher-evaluator who has taught him. It describes the child as he is, as he responds to learning during the evaluation period, and gives an estimate of his potential at the time of assessment.

Diagnostic and Psycho-educational Evaluation (con't.)

The Report includes:

I. Social and Family History

II. Educational Evaluation of:

- General Behavior
- Receptive and Expressive Language Development
- Auditory Training
- Visual Function
- Motor Development
- Ambulation and Mobility
- Activities of Daily Living
    1. Eating
    2. Dressing
    3. Self-care
- Preferred Learning Modality
- Psycho-educational Report
- Audiological Report

Diagnostic and Psycho-educational Evaluation (Con't.)

III. Diagnostic Examination Reports of:

- Intake and Discharge Physicals
- Ophthalmologist
- Audiologist
- Psychologist
- Pediatric Neurologist

And may include reports of:

- Child Psychiatrist
- Speech and Language Specialist
- Mobility Specialist

And others as determined by the Center staff.

Piaget's studies tell us children pass through developmental stages occurring in a specific sequence. His studies further assure us that children pass through these stages at different developmental rates.[1]

McNeill's studies tell us that all children have an innate ability for language development and all pass through similar stages in this development.[2]

These references are given as explanation of the procedure used by the Georgia Center in evaluating multi-handicapped children using developmental scales. Multi-handicapped children, due to their handicaps, pass through many developmental stages at much later chronological ages than do normal children.

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[1] Piaget, J. and Inhelder, Barbel. La psychologie de l'enfant. Presses Universitaire de France, 1966. (English by H. Weaver, The Psychology of the Child. New York: Basic Books, 1969).

[2] McNeill, David. The Acquisition of Language, the Study of Developmental Psycholinquistics, Harper and Row, New York, 1970.

At the Georgia Center a child's development is plotted on scales compiled by the staff. These scales are based on developmental ages of the normal child, with some modifications built into the scales to accommodate the developmental problems exhibited by multi-handicapped children.

AREAS OF EVALUATION

General Behavior

During the child's stay in the evaluation program, he is continuously observed and assessed in the area of behavior. A baseline is obtained early and improvements and/or regressions in behavior are subsequently recorded. Concentrated efforts are made during the evaluation period to eliminate undesirable behaviors and promote the appropriate ones.

At the completion of the child's evaluation, a summary of behavior is compiled and included in the final report. The final assessment of behavior serves as a helpful determinant for future placement. It enables the staff to ferret out programs in which the child could function behaviorally. This is of primary importance. A child will not be able to participate in an academic setting unless it allows for his current behavior and provides corrective procedures for improving his behavior.

Observing and Assessing General Behavior

The program evaluators note, record, and assess the following behaviors:

1. Adjustment (to new surroundings, to peers, to routine of daily schedule)

   Surroundings: The child's reaction to the new surroundings should be observed.

   1. Is the child comfortable with his new environment or is he frightened and withdrawn or hostile? Is he passive?

2. Does the child cry when he leaves his parents or does the child leave his parents without any show of emotion?

3. How long does it take a child to become comfortable and secure in the new setting? (or is he not able to obtain comfort and security during the length of the evaluation?)

4. Is he aware of a new environment, unfamiliar adults, and a different schedule?

Peers: 1. Does the child show awareness of other children?

2. Does the child prefer to be close to other children or does he prefer to "keep his distance"?

3. Does the child improve in his relationships with other children or does he remain passive to their presence? Is he a "loner"?

Daily Routine: 1. Is the child able to participate fully in the routine of the day or does he tire easily or lose interest early?

2. Is the child able, after several days, to anticipate the daily routine, i.e., is he cognizant of the order of activities and aware of "what comes next" or is he oblivious to the schedule? Does he need to be guided through the daily activities each day?

Diagnostic and Psycho-educational Evaluation - General Behavior (Con't.)

2. Interaction (with adults and peers)

With adults:

1. Does the child respond to adults, other than parents?
2. Will the child allow adults to touch or manipulate him physically or does he pull away or otherwise rebel?
3. Can the child interact verbally, manually, or gesturally with adults?
4. Does he appear to enjoy an adult's presence?
5. Is the child overly dependent on the adults' presence and does he single out one as a favorite?
6. Can the child accept correction or reprimands from adults? How does he respond to this?

With peers:

1. Is the child aware of other children?
2. Can the child participate in activities involving his peers?
3. Can the child wait for his turn in activities?
4. Can the child engage in play with another child without adult supervision?

With peers: 5. Can the child interact verbally, manually or gesturally with his peers?

3. Attending

   1. Is the child's attention span adequate for task performance? How long is the attention span?
   2. During the evaluation period was the attention span increased?
   3. What type of activities elicit the best attending behavior?
   4. Does the child perseverate any behavior?
   5. If the child has an extremely short attention span, what seems to be the cause - is it lack of exposure to tasks or structure, i.e., lack of training or is the child hyperactive?
   6. What is the child's frustration level?
   7. Has medication been prescribed? If prescribed and administered during the evaluation period, what effects did it have?

4. Self-Stimulating or Bizarre Behavior

   1. Does the child engage in any behaviors such as mannerisms, light gazing, head banging, sucking, teeth grinding, biting of self, hair pulling, regurgitating for stimulation, screaming, or any other self-stimulating behavior?

4. Self-Stimulating or Bizarre Behavior (con't.)

2. Were these behaviors decreased or diminished during the evaluation period?
3. Were there any bizarre behaviors noted? What were they?
4. After observing the child for a period of time, could the bizarre behaviors be explained? Did the child have a definite reason for the behaviors?
5. Were these behaviors decreased or diminished during the evaluation period, and what procedure was used in attaining this objective?

5. Independent Work

1. Can the child perform tasks independently, or does he need constant supervision?
2. Will the child follow through with a task without reminders?
3. Does the child dislike help with a task?
4. Does the child feel rewarded when he completes a task?
5. Can the child work independently on all tasks or just the ones he enjoys?
6. Is the child easily frustrated when unable to complete a task?

6. Initiative - Creativeness - Curiosity
    1. Will the child start an activity on his own?
    2. Will he start play or games with his peers?
    3. Will he go beyond an assigned task and build on it creatively?
    4. Will the child build creatively with blocks, etc?
    5. Can the child take basic shapes and create objects with them?
    6. Is the child curious about new things? Will he manipulate objects and explore his environment?
    7. Does the child show preferences for certain objects and if so, what appears to be the attracting feature?
    8. Can the child dramatize certain activities?
    9. Does the child pretend, or carry on conversations with inanimate objects such as dolls and stuffed animals?
7. Reinforcement
    1. What type reinforcer works best with the child, primary or secondary, e.g., food rewards, or praise, or the chance to sit in a favorite rocker, or to play at the mirror, or to listen to the autoharp?
    2. Was a specific reinforcer used with the child? What was it? Did it work? How long was it used?

3. Could the reinforcer be phased out or replaced with another?
4. Was the type of reinforcement used applicable to all areas of work with the child?
5. Was it necessary to try several reinforcers before finding the most effective one for the child?

Since many multi-handicapped children care nothing for food, and many do not know how to chew, food rewards or the old M and M's are of no interest to them. They must be reached through something that matters to them. One teacher used twinkling Christmas lights to stimulate Samantha to walk to the end of a room, another attracted Ginger using a glittering jar lid. Once attention is caught, response to a given task is more likely to occur. Reinforcers must be similarly meaningful to a child, and the teacher must be creative in locating just the right one. Substitution of hugs, praise, facial excitement and pleasure can be made later.

Diagnostic and Psycho-educational Evaluation - General Behavior (Con't.

Behavior may be charted using a simple grid demonstrating frequenc of a specified action within a certain period of time. Caring enough t chart is vital to extinguishing undesirable behaviors, and is just as important to substituting more socially acceptable behavior.

Receptive and Expressive Language Development

Developmental Scales have been compiled to provide evaluation in the following specific areas:

Receptive Language (non-verbal)
(verbal)

Expressive Language (non-verbal)
(verbal)

Using the Scales

All of the developmental scales have lesson plans accompanying eac task and a chart for recording responses. In most cases a response may be considered consistent if a child responds eight out of ten times, or in the terms of accountability, "with 80% accuracy."

Using the Scales (con't.)

It is recommended that initially the child be taken through the scales to determine his present ceiling age in development. Subsequently, diagnostic teaching should be employed and the child's responses recorded. Often, it will be found the child improves with each exposure to the tasks. At the time of dismissal, the scales are reviewed and a written report is prepared showing a child's level of functioning in his language development.

Receptive Language (non-verbal and verbal response)

This scale shows how much a child understands that which is verbally presented to him, or if the child is deaf or functioning as deaf - how well he can imitate after a task is demonstrated to him - or if the child neither sees nor hears well - how much he can imitate after a task is demonstrated tactually.

If the scales are to be good evaluation tools, they must of necessity, be based on the development of a normal child. In evaluating multi-handicapped children the tasks outlined on the scales must be modified to take the child's deficits into consideration as much as possible if the child's true ability is to be evaluated.

Receptive Language (Con't.)

The language scales used here have been adapted from the work of Arnold Gesell, Psyche Cattell, Nancy Bayley, and Nan Robbins. The format has been adapted for this guide to include a space which indicates what is being tested. The teacher-evaluator uses scales similar to these but in the blocks to the right there are places to record a child's response to the stimulus or task presented. Does he give the desired response? Does he respond consistently? Can you say he knows how to do this? In the demands of accountability, can he "complete the task with 80% consistency?"

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BE
[illegible] month 1. Activity ceases when bell is sounded.	1. B. Bells from rhythm band or clapper type bell. C. Out of the child's visual range, sound the bell and observe the child's response. Does he turn to the sound? Repeat the procedure to the right and then to the left of the child. Is there a response to one side and not the other? If the child turns to the sound at close range, move the sound farther away. How many feet away can you still obtain a response?	1. Respo 2. Abili 3. Heari both 4. If th incon sound atten or au discr
2 months 1. Attends to voice with smiling.	1. A. Talk in a normal tone to child - observe response.	1. Heari range 2. Abili forma

N-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
hen	1. B. Bells from rhythm band or clapper type bell. C. Out of the child's visual range, sound the bell and observe the child's response. Does he turn to the sound? Repeat the procedure to the right and then to the left of the child. Is there a response to one side and not the other? If the child turns to the sound at close range, move the sound farther away. How many feet away can you still obtain a response?	1. Response to sound. 2. Ability to localize. 3. Hearing ability of both ears. 4. If the child responds inconsistently to the sound, selective auditory attention may be a problem or auditory figure-ground discrimination is poor.
ith	1. A. Talk in a normal tone to child - observe response.	1. Hearing within speech range of sound. 2. Ability to process information received aurally.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
3 months		
1. Recognizes sounds and smells associated with feeding.	1. A. Take child into dining room at meal time. Observe his response. Does he give vocal expression of pleasure or displeasure?	1. This reve ness ciat cert will enjo ing
2. Looks at speaker's face.	2. A. Talk to child in normal tone while looking at child. Observe response.	2. The the Pres invol refu Atten Aware Inter Aware its Heari Visua

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N-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
and with	1. A. Take child into dining room at meal time. Observe his response. Does he give vocal expression of pleasure or displeasure?	1. This observation will reveal a child's awareness of sound, the association of sound with certain situations and will tell if the child enjoys eating or feeding time.
face.	2. A. Talk to child in normal tone while looking at child. Observe response.	2. The relating ability of the child. Presence of emotional involvement (if child refuses to look) Attention span. Awareness of people. Interest in communication. Awareness of speech and its source. Hearing ability. Visual ability.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS B
4 months		
1. Turns to voice	1. A. Out of visual range - call child's name. Observe response.	1. Heari range
2. May turn head on hearing familiar sound	2. A. Out of visual range - close a door or produce sound of a favorite toy. Observe response.	2. This dicat heari repet sound deriv i.e., ing s tenti of a for t aware
3. Recognizes mother and other familiar attendants in numerous inarticulate but patterned expectancies implanted through feeding, dressing, bathing, and expressions of affection.	3. A. Observe child's response to teacher or other familiar person in feeding, swimming, expressing affection. (Look for any patterns of response.)	3. From be de has l and r indiv ponds body. Abili certa orite secur

-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
aring	1. A. Out of visual range - call child's name. Observe response.	1. Hearing in the speech range of sound.
	2. A. Out of visual range - close a door or produce sound of a favorite toy. Observe response.	2. This activity will indicate if the child's hearing is based on repetition of a familiar sound and/or the pleasure derived from the sound, i.e., is the child exhibiting selective auditory attention or has repetition of a sound been necessary for the child to establish awareness of the sound?
nd ndants ulate tan- ugh bath- s of	3. A. Observe child's response to teacher or other familiar person in feeding, swimming, expressing affection. (Look for any patterns of response.)	3. From this activity it can be determined if a child has learned to identify and recognize people as individuals or if he responds equally to any warm body. Ability of child to choose certain person as his favorite or as his source of security.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
5 months 1. Turns to sound of bell.	1. A. Ring bell out of visual range - observe response. Try other sounds if no response to bells - such as drum beat - or rhythm sticks.	1. The be ob activ spons requi a sp This help mine the This be co "Acti is so
6 months 1. Distinguishes between friendly and angry talking.	1. A. Observe	1. This sight react It ma into he ha home.

ERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
l1.	1. A. Ring bell out of visual range - observe response. Try other sounds if no response to bells - such as drum beat - or rhythm sticks.	1. The primary value to be obtained by this activity is sound response - the child is required to respond to a specific sound. This activity would also help the evaluator determine at what frequency the child hears best. This activity is not to be confused with the item "Activity ceases when bell is sounded."
h	1. A. Observe	1. This activity gives insight into the child's reaction to emotions. It may give some insight into the tone of voice he has been used to at home.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
6 months (con't.)		
2. Begins to exhibit response to his own vocalization.	2.A. Seat child in front of mirror. Encourage and obtain vocalization. Observe response. 2.B. Mirror (preferably wall mirror) 2.C. Make sound of short "a" or "bu bu" while looking into mirror with child - if necessary, manipulate child's mouth to form sound.	2. The visi The soun The posit soun React
7-8 months		
1. Responds when called by name. 59	1.A. Call child - observe response. 60	1. Heari Aware Warni found will names the r inton termi sense the s name exact flect

-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
e-	2.A. Seat child in front of mirror. Encourage and obtain vocalization. Observe response. 2.B. Mirror (preferably wall mirror) 2.C. Make sound of short "a" or "bu bu" while looking into mirror with child - if necessary, manipulate child's mouth to form sound.	2. The child's hearing and vision. The ability to reproduce sound. The ability to correctly position mouth for a sound (imitating teacher). Reaction to own voice.
by	1.A. Call child - observe response.	1. Hearing Awareness of name. __Warning__: It has been found that some children will respond to their names consistently, but the response is based on intonation. This was determined by using a nonsense word very close to the sound of the child's name and spoken with the exact intonation and inflection.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
7-8 months (con't.)		It is im evaluato basis to child ca tegrate
2. Responds to gestures.	2.A. Say "come here" and gesture to child. Observe response.	2. Chil Resp Chil ture spee
9-10 months		
1. Adjusts to gesture.	1.A. Demonstrate pat-a-cake. Observe response.	1. Chil imit move Memo
2. Adjusts to words.	2.A. Give verbal request such as "come here". Use no gestures. Observe response.	2. Hear Abil spee
3. Responds to "bye-bye".	3.A. Demonstrate and say "bye-bye" in appropriate situation. Observe response.	3. Abil ment word move

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-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
)		It is important that the evaluator not use it as a basis to show that the child can process and integrate speech.
s.	2.A. Say "come here" and gesture to child. Observe response.	2. Child's hearing. Response to gestures. Child's need for gestures in addition to speech.
	1.A. Demonstrate pat-a-cake. Observe response.	1. Child's ability to imitate motion and movement. Memory
	2.A. Give verbal request such as "come here". Use no gestures. Observe response.	2. Hearing. Ability to understand speech without gestures.
e".	3.A. Demonstrate and say "bye-bye" in appropriate situation. Observe response.	3. Ability to relate movements or gestures with word. Ability to imitate movement.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
9-10 months (con't.)		
4. Recognizes mother	4.A. Observe	4. Reco crim
5. Understands "no no".	5.A. Place familiar object on table; when child reaches for it, say "no no". Observe response.	5. Resp beha
6. Understands and responds to name.	6.A. Observe	
1-1½ years		
1. Gives toy on request when accompanied by gesture.	1.A. Say "give me the ball" with gesture. 1.B. Large ball 1.C. Place ball on chair; sit down; give command with gesture.	1. Abil spee Abil comm Does of o
2. Listens with understanding to words.	2.A. Observe	2. Chil spok sign

N-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
't.)		
	4.A. Observe	4. Recognition and discrimination of adults.
".	5.A. Place familiar object on table; when child reaches for it, say "no no". Observe response.	5. Response to discipline - behavior limits.
sponds	6.A. Observe	
st y	1.A. Say "give me the ball" with gesture.	1. Ability to understand speech with gestures.
	1.B. Large ball	Ability to follow commands.
	1.C. Place ball on chair; sit down; give command with gesture.	Does child have concept of object or toy used?
stand-	2.A. Observe	2. Child's awareness of the spoken word and its significance.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
1-1½ years (con't.)		
3. Distinguishes between "you" and "me".	3.A. Give command, "Give it to me." 3.B. Toy or familiar object. (Don't use a toy or object that is a "Linus blanket" for the child because he may not give it to you although he understands the command.) 3.C. Place toy on table; sit down; give command - emphasize ME.	3. The ing have and
4. Performs useful errands, such as bringing named object.	4.A. Give command, "Bring me the ball 4.B. Ball 4.C. Place ball on chair - both teacher and child sit down, then give command. NOTE: In both Items 3 and 4 under 1-1½ years, one should observe child's response closely to determine his use of visual and situational clues in interpreting the command. Can he follow through without these clues or are they necessary for a correct response?	4. Unde Conc and

N-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
:.)		
een	3.A. Give command, "Give it to me."	3. The child's understanding of speech. Does he have concept of "you" and "me".
	3.B. Toy or familiar object. (Don't use a toy or object that is a "Linus blanket" for the child because he may not give it to you although he understands the command.)	
	3.C. Place toy on table; sit down; give command - emphasize ME.	
ands, med	4.A. Give command, "Bring me the ball	4. Understanding of speech.
	4.B. Ball	Concepts of "ball" and and "me".
	4.C. Place ball on chair - both teacher and child sit down, then give command.	
	NOTE: In both Items 3 and 4 under 1-1½ years, one should observe child's response closely to determine his use of visual and situational clues in interpreting the command. Can he follow through without these clues or are they necessary for a correct response?	

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
1-1½ years (con't.)		
5. Points to pictures of car, dog, clock.	5.A. Ask child to point to picture of car, dog, clock. 5.B. Peabody Kit pictures of car, dog, clock. 5.C. Present all three pictures at one time - ask child to point to the "car", etc. Repeat several times to observe consistency of correct choices.	5. Labe Disc Conc
1½ - 2 years		
1. Points to nose, eyes, hair, mouth on verbal request only (4 parts at 24 months, 1 part at 18 months.)	1.A. My Face & Body Flannel Board Study. 1.B. Kit (My Face & Body), Flannel Board, P. Mooney stick (Peabody Kit). 1.C. Place face & features on flannel board - ask child to point to each feature with P. Mooney stick. Ask child to give you one feature at a time. Ask child to show you his eye, nose, etc.	1. Body exte
2. Understands simple questions. (18 months).	2.B. Familiar objects: ball, shoe. Peabody pictures of dog and cat.	

ERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
f	5.A. Ask child to point to picture of car, dog, clock. 5.B. Peabody Kit pictures of car, dog, clock. 5.C. Present all three pictures at one time - ask child to point to the "car", etc. Repeat several times to observe consistency of correct choices.	5. Labelling ability. Discrimination. Concepts.
at).	1.A. My Face & Body Flannel Board Study. 1.B. Kit (My Face & Body), Flannel Board, P. Mooney stick (Peabody Kit). 1.C. Place face & features on flannel board - ask child to point to each feature with P. Mooney stick. Ask child to give you one feature at a time. Ask child to show you his eye, nose, etc. 2.B. Familiar objects: ball, shoe. Peabody pictures of dog and cat.	1. Body concept, both on external figures and self.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
	2.C. Show child object. Ask "What's this?" Show child picture of dog and cat. Ask "What's this?" "What does the doggie (cat) say?" Point to child & ask "What's your name?"	2. Knowl stan
3. Understands & responds to simple directions.	3.A. With no demonstration, ask child to "clap your hands" - "stand up" - "sit down." Observe response. NOTE: In presenting the above items to a hearing impaired or deaf child, you should employ gestures, demonstration and/or it would be a good time to present manual signs.	3. Abili comma
3 years		
1. Can identify usage of things in pictures.	1.A. Telling use of objects in pictures. 1.B. Pictures of spoon - drum - tricycle. 1.C. Show appropriate picture & ask "What do you do with a _________?"	1. Recog pictu Recog pictu

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VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
	2.C. Show child object. Ask "What's this?" Show child picture of dog and cat. Ask "What's this?" "What does the doggie (cat) say?" Point to child & ask "What's your name?"	2. Knowledge and understanding of questions.
ds .	3.A. With no demonstration, ask child to "clap your hands" - "stand up" - "sit down." Observe response.	3. Ability to follow commands and directions.
	NOTE: In presenting the above items to a hearing impaired or deaf child, you should employ gestures, demonstration and/or it would be a good time to present manual signs.	
f	1.A. Telling use of objects in pictures. 1.B. Pictures of spoon - drum - tricycle. 1.C. Show appropriate picture & ask "What do you do with a _________?"	1. Recognition of objects and pictures by name (or sign) Recognition of objects and pictures by function.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A.ACTIVITY B.MATERIALS TO BE USED C.PROCEDURE	WHAT IS
3 years (con't.)		
2. Can "show me the one that is good to eat." Can "show me the one that flies." Can "show me the one that you wear."	2.B. Pictures of apple, pants, dress & bird. 2.C. Present pictures - ask questions with visual clues.	2. Abili
3. Can tell own sex.	3.C. Ask child "Are you a boy or girl?" or "Are you a boy?" "Are you a girl?"	3. Categ Body
4. Holds up fingers to signify age.	4.C. Ask child "How old are you?"	4. Some and t ducti gestu
4 years		
1. Follows a two stage command.	1.B. Ball 1.C. Ask child to: "Stand up and touch the floor." Ask child to: "Go to the chair, bring me the ball."	1. The a retai throug verbal

-VERBAL)	A.ACTIVITY B.MATERIALS TO BE USED C.PROCEDURE		WHAT IS BEING TESTED?	
e that	2.B.	Pictures of apple, pants, dress & bird.	2.	Ability to categorize.
that	2.C.	Present pictures - ask questions with visual clues.		
e				
	3.C.	Ask child "Are you a boy or girl?" or "Are you a boy?" "Are you a girl?"	3.	Categorization. Body concept.
	4.C.	Ask child "How old are you?"	4.	Some knowledge of age and time or mere reproduction of a learned gesture.
	1.B.	Ball	1.	The ability to receive, retain, process and follow through with a two stage verbal command.
	1.C.	Ask child to: "Stand up and touch the floor." Ask child to: "Go to the chair, bring me the ball."		

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
4 years (con't.)		
2. Gives appropriate reply to: "What do you do when you're sleepy?" "What do you do when you are hungry?" "What do you do when you are cold?"	2.C. Ask child: "What do you do when you're sleepy?", etc.	2. Unde uage Conc Cogn
3. Can count to five serially.	3.A. Counting serially. 3.B. Color chips from Peabody Kit. 3.C. Place chips in a row - demonstrate counting - ask child to count as you did.	3. Abil Memo
4. Has number concept of 2 or 3.	4.B. Color chips from Peabody Kit. 4.C. Place 2 then 3 chips in front of child - ask "How many?"	4. Know Ex.
5. Identifies 2 or 3 colors by name.	5.B. Color chips from Peabody Kit or colored balls in cubes. 5.C. Place chips or cubes in front of child - ask "What color?"	5. Name Disc

-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
eply n n you n you	2.C. Ask child: "What do you do when you're sleepy?", etc.	2. Understanding of language. Concept formation. Cognition.
	3.A. Counting serially. 3.B. Color chips from Peabody Kit. 3.C. Place chips in a row - demonstrate counting - ask child to count as you did.	3. Ability to rote count. Memory.
of 2	4.B. Color chips from Peabody Kit. 4.C. Place 2 then 3 chips in front of child - ask "How many?"	4. Knowing what numbers mean. Ex. How many is 2,3, etc.
olors	5.B. Color chips from Peabody Kit or colored balls in cubes. 5.C. Place chips or cubes in front of child - ask "What color?"	5. Names of colors. Discrimination of colors.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A.ACTIVITY B.MATERIALS TO BE USED C.PROCEDURE	WHAT IS
4 years (con't.)		
6. Speaks in complete sentences.	6.C. Observe.	6. Langu stage
7. Speech is understandable.	7.C. Observe	7. Artic quali
5 years		
1. Follows a three stage command.	1.C. Tell child to "Stand up, clap your hands, and sit down."	1. The a direc order
75	NOTE: From this activity it is helpful to note that if the child is unable to correctly perform, which commands does he perform first. Does he perform the last command first and then try to remember the others or does he perform the first command and then try to remember the others. From this observation you get a picture of how the child receives and handles language.	

-VERBAL)	A.ACTIVITY B.MATERIALS TO BE USED C.PROCEDURE	WHAT IS BEING TESTED?
	6.C. Observe.	6. Language development stage.
dable.	7.C. Observe	7. Articulation, voice quality.
ge	1.C. Tell child to "Stand up, clap your hands, and sit down." NOTE: From this activity it is helpful to note that if the child is unable to correctly perform, which commands does he perform first. Does he perform the last command first and then try to remember the others or does he perform the first command and then try to remember the others. From this observation you get a picture of how the child receives and handles language.	1. The ability to follow directions in the proper order.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS
5 years (con't.)		
2. Names 5 colors.	2.B. 5 color chips (red, blue,green, yellow, white) 2.C. Present color chips in line. Ask "What color?"	2. Conc (lab Memo Disc colo
3. Counts to ten serially.	3.B. Ten color chips 3.C. Present color chips in line. Demonstrate counting. Ask child to "Count the chips."	3. Memo Rote
4. Number concepts of 3 or 4.	4.B. Three stuffed bears - 4 spoons. 4.C. Present bears - ask "How many bears?" Present spoons - ask "How many spoons?"	4. Know of n
HANDEDNESS	Hand used during activities (hand that shows dominance).	

N-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
	2.B. 5 color chips (red, blue,green, yellow, white) 2.C. Present color chips in line. Ask "What color?"	2. Concepts of colors (labelling). Memory. Discrimination of colors.
ally.	3.B. Ten color chips 3.C. Present color chips in line. Demonstrate counting. Ask child to "Count the chips."	3. Memory. Rote counting ability.
3 or	4.B. Three stuffed bears - 4 spoons 4.C. Present bears - ask "How many bears?" Present spoons - ask "How many spoons?"	4. Knowledge of the meaning of numbers.
	Hand used during activities (hand that shows dominance).	

Receptive Language (Verbal)

This scale records the child's ability to reproduce sounds with the use of the Tadoma (Vibration) Method of teaching speech.

The Tadoma Method enables a visually and auditorily handicapped child to appreciate speech. As both sight and hearing are not usable, the sense of touch must be the child's primary modality for recognizing and receiving speech.

There are several types of children, other than the deaf/blind who can benefit from the use of the Tadoma Method. These children may have usable vision and/or usable hearing; they may have good vision and good hearing, but are lagging in speech and language development or they may be emotionally disturbed and functioning as deaf children. The "vibration" serves as a supplementary sense for these children. It enables them to be aware tactually of mouth movements, the breathing which accompanies speech, and some tongue movements.

Not all children will accept the "vibration" method. They do not wish to accept the closeness or touching required; however, if approached slowly and lovingly, most will come to accept it and enjoy it.

DEVELOPMENTAL SCALE LANGUAGE RECEPTIVE (VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT I
1. Short "a" Long "a" Words to try: Apple 2. "Bu bu" Words to try: Ball Bird Boy Bye-bye	1.A. The Tadoma Technique (Vibration Speech) 1.C. The hand of the child is placed on the face of the speaker with the thumb lightly touching the speaker's lips and the fingers spread on the cheek and upper neck. Use both of child's hands, one on the lips and cheek, one on the neck.	1. & 2. of the sound f posure The abi to imit mouth p specifi The abil to use correctl The abil to use h breathin reproduc
HANDEDNESS	Hand used during activities (hand showing dominance).	

RBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED?
le n d -bye	1.A. The Tadoma Technique (Vibration Speech) 1.C. The hand of the child is placed on the face of the speaker with the thumb lightly touching the speaker's lips and the fingers spread on the cheek and upper neck. Use both of child's hands, one on the lips and cheek, one on the neck.	1. & 2. The ability of the child to reproduce sound from tactual exposure to the sound. The ability of the child to imitate and reproduce mouth positions from specific sounds. The ability of the child to use the speech mechanisms correctly. The ability of the child to use his breath and breathing apparatus in reproducing sound.
	Hand used during activities (hand showing dominance).	

Diagnostic and Psycho-educational Evaluation - Language (Con't.)

Expressive Language (Non-Verbal)

This scale measures a child's ability to express himself or communicate with signals or gestures and the extent to which he can carry these signals and gestures. The scale helps the evaluator determine at what level of language development the child is functioning and serves as an indicator of the ability of the child for further language development.

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DEVELOPMENTAL SCALE LANGUAGE EXPRESSIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS WHAT IS
Signalling* Cries; smiles	1.A. Observe	1. The cry The the The feel
Anticipates daily routine; time sense based on physical needs.	2.A. Observe Does child realize what is going to happen by physical signs and movements made by those around him?	2. Has his based needs Aware
Tugging, pulling at, pushing vaguely about.	3. A. Observe Does child indicate to you to help him: Play with object, obtain a desired object.	3. Does wants by ph

N-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED? WHAT IS BEING OBSERVED?
	1.A. Observe	1. The child's ability to cry and smile physically. The appropriateness of the cry and smile. The ability to express feeling.
ne; ysical	2.A. Observe Does child realize what is going to happen by physical signs and movements made by those around him?	2. Has the child developed his own daily structure based on his physical needs? Awareness of environment.
shing	3. A. Observe Does child indicate to you to help him: Play with object, obtain a desired object.	3. Does the child make his wants and desires known by physical movements?

DEVELOPMENTAL SCALE LANGUAGE EXPRESSIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WAHT IS WHAT IS
Leads people; places adult hand on objects.	4.A. Observe Does child indicate to you to help him perform a desired action (open door - open box - fix broken toy)?	4. Does speci desir ing p hands won't thing Does or is to pe
Anticipates on basis of physical situation; definite participating action.	5.A. Observe Does child indicate to you to start a desired activity by setting up "familiar or routine situations?"	5. Does cient routi that antic to ha
PROTO SYMBOLIC BEHAVIOR* Points	1.A. Observe Does the child stand or sit at a distance and point to a desired object or call attention to something?	1. The a to th refer The a objec expos

ERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WAHT IS BEING TESTED? WHAT IS BEING OBSERVED?
	4.A. Observe Does child indicate to you to help him perform a desired action (open door - open box - fix broken toy)?	4. Does the child make specific needs and desires known by leading people or placing hands on objects? Why won't the child do these things independently? Does he fear disapproval or is he physically unable to perform independently?
e	5.A. Observe Does child indicate to you to start a desired activity by setting up "familiar or routine situations?"	5. Does the child have sufficient awareness of daily routine and in environment that would enable him to anticipate "What is going to happen?"
	1.A. Observe Does the child stand or sit at a distance and point to a desired object or call attention to something?	1. The ability of the child to think of an object and refer to it by pointing. The ability to refer to object without tactual exposure.

DEVELOPMENTAL SCALE

LANGUAGE EXPRESSIVE (NON-VERBAL)

A. ACTIVITY
B. MATERIALS TO BE USED
C. PROCEDURE

WHAT IS
WHAT IS

PROTO SYMBOLIC BEHAVIOR (con't.)		
Pantomimes to self	2.A. Observe Does child pantomime, including another person, create a situation by gesturing and make simple exchange within this situation? (Ex. Child would position a group for a game and indicate what you do in game.)	2. The do c pers The an i
Smiles at people	3.A. Observe	3. The to c a fe
Gestures, referring to immediate physical situation	4.A. Observe	4. The with situ gest
Gestures - refer to past or to more abstract idea.	5.A. Observe Does child gesture - indicating thoughts, wants, or interests without the presence of physical clues? Can he refer to objects, situations, or people not present? Can he make up gestures himself?	5. The (by idea situ

ON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED? WHAT IS BEING OBSERVED?
R	2.A. Observe Does child pantomime, including another person, create a situation by gesturing and make simple exchange within this situation? (Ex. Child would position a group for a game and indicate what you do in game.)	2. The ability of the child do communicate with another person by means of gestures The ability to communicate an idea with gestures.
	3.A. Observe	3. The ability of the child to communicate or express a feeling to other people.
ation	4.A. Observe	4. The ability to communicate with regard to present situation by the use of gestures.
t or	5.A. Observe Does child gesture - indicating thoughts, wants, or interests without the presence of physical clues? Can he refer to objects, situations, or people not present? Can he make up gestures himself?	5. The ability to communicate (by means of gestures) ideas, thoughts, and past situations.

DEVELOPMENTAL SCALE LANGUAGE EXPRESSIVE (NON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS WHAT IS
PROTO SYMBOLIC BEHAVIOR (con't.) "Sentence" gestures	6. A. Observe Can child gesture (act out) sentence?	6. Same
"Story" gestures	7. A. Observe Can child gesture (act out) a story?	7. Same
HANDEDNESS * This scale is based on information written and published by the Perkins School for the Blind, Watertown, Massachusetts.	Hand used during activities (hand that shows dominance).	

ON-VERBAL)	A. ACTIVITY B. MATERIALS TO BE USED C. PROCEDURE	WHAT IS BEING TESTED? WHAT IS BEING OBSERVED?
R	6. A. Observe Can child gesture (act out) sentence?	6. Same as Activity.
	7. A. Observe Can child gesture (act out) a story?	7. Same as Activity.
on s ater-	Hand used during activities (hand that shows dominance).	

Receptive and Expressive Language (Verbal)

The developmental scale in this area was revised in 1974 using the work of a number of educators, whose names are listed on the scale. The scale is self-explanatory and can be used in a "check list" fashion. The scales are used in just this format in the diagnostic center of the Georgia Center for the Multi-Handicapped. The block marked comments may be used as a chart of response, but also serves for the teacher-evaluator's record of half-tries, responsive movements or looks.

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

RECEPTIVE LANGUAGE

DEVELOPMENTAL SCALE

Sources: Gesell, Binet, Beery, Doll, T. E. Bangs,
D. McCarthy, Metraux, Templin, Terman,
University Society

Child's name__________

BD__________

Evaluation

Evaluator__________

Activity	Procedure	Comments
1 month		
Activity ceases when bell is sounded.	Observe	
Responds to sound (B)	Observe	
Reflex smiling to tactile and kinesthetic stimulation of mother's voice (B)	Observe	
2 months		
Attends to speaking voice (B)	Observe	
Aware of own sounds (B)	Observe	

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Child's name______________________________

BD________________ CA________________

Evaluation

Evaluator______________________________

ery, Doll, T. E. Bangs,
aux, Templin, Terman,'
y

	Procedure	Comments
sounded.	Observe	
	Observe	
nd kinesthetic ce (B)	Observe	
B)	Observe	
	Observe	
C		

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RECEPTIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
3 months		
Aware of visual and auditory stimuli in environment (B)	Observe	
Looks at speaker's face	Observe	
Anticipates sounds associated with feeding	Observe	
4 months		
Responds to noise and voice by turning (B)	Observe	
Smiles at mother and other familiar people (U)	Observe	
5 months		
In absence of visual contact responds to sound of bell	Ring bell out of visual range. Observe.	
6 months		
Distinguishes between friendly and angry talking (B)	Observe whether child laughs or cries depending on tone of voice presented to him.	
Listens to own voice (B)	Observe for pleasurable repetition of sounds and syllables.	

	Procedure	Comments
ory stimuli in	Observe	
	Observe	
ated with feeding	Observe	
ce by turning (B)	Observe	
r familiar	Observe	
act responds to	Ring bell out of visual range. Observe.	
endly and angry	Observe whether child laughs or cries depending on tone of voice presented to him. Observe for pleasurable repetition of sounds and syllables.	

RECEPTIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
7 months		
Smiles at onlookers (B)	Observe	
Pays attention to speech of family	Observe	
Responds when called	Observe	
8 months		
Eyes and ears alert to all stimuli in immediate environment. (B)	Observe	
9 months		
Rudimentary comprehension of symbolic gestures and intonation patterns.	Observe response to demonstration of pat-a-cake	
Comprehends no-no, hot, his name (B)	Observe	
Likes to have familiar people around (U)		
May be shy with strangers (U)		
Action response to verbal request (B)	Ask child to open mouth. Observe response.	

RECEPTIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
10 months		
Understands and responds to name	Observe	
Shakes head yes, no to some questions (B)	Observe	
Comprehends bye-bye, waves bye-bye (B)	Observe	
11 months		
Differentiates family and strangers (B)	Observe	
Understands many action words (B)	Observe	
12-18 months		
Enjoys rhymes and simple songs (B)	Observe	
Listens with understanding to words	Observe	
Distinguishes between you and me	Observe	
Still needs constant repetition of an idea for it to make a lasting impression (U)	Observe	
Responds in action to commands (B/G)	Ask child to "Sit down" or "Bring me the ball." Observe response.	

RECEPTIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Points to pictures of car, dog, clock	Using a picture book or the cards from the Peabody Kit ask the child to point to the named objects. This activity requires repetition.	
Takes pleasure in musical tones and often chants rhythmically (U)	Observe	
Express joyful emotions with dancing, clapping hands and laughing (U)	Observe	
1½-2 years		
Points to nose, eyes, mouth on verbal request only (4 parts at 24 months, 1 part at 18 months)	Ask child to point to his named body parts and observe.	
Recognizes names of many familiar objects, persons, pets.	Observe	
Obeys simple commands (Binet)	Ask child to "Clap your hands," "Stand up." Observe	
Carries out 2 directions with ball (G)		
Imitates words (B)	Observe	
2½-3 years		
Likes sound patterns like Mother Goose (G)	Observe	
Action response to verbal request (close door), sometimes repeats request (B)	Observe	
Listens to simple stories - especially liking those he has heard before (B)	Observe	

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RECEPTIVE [illegible]GUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Comprehension of sentence structure, syllable - sequences and prosody develops rapidly (B)	Observe	
Understands yes-no; run-stop; give-take; grasp, release; push-pull (B)	Observe	
Comprehends time words (B)	Observe	
3 years		
Shows comprehension and discrimination of 3 prepositions (B/G)	Have child follow commands of "Put the doll on the bed; Put the doll in the play-house; Look under the chair."	
Repeats a sentence composed of 6-7 syllables (G)	Test and observe	
Can identify usage of things in pictures	Using various pictures, ask "What do you do with_____?"	
Shows recognition of objects by name (TB)	Using an assortment of stuffed animals name and discuss each. Then place all in a box for the child to pick out the one named by the teacher.	
Shows recognition of objects by function (TB)	Using a toy bed, a toy chair and a toy sink, ask the child to show where to wash his hands.	

RECEPTIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Can tell own sex (G)	Ask and observe	
Is learning how to listen and learns from listening (G)	Observe	
Holds up fingers to signify age.	Ask and observe	
4 years		
Counts to four (G)	Observe	
Counts three objects, pointing to each in turn (G)	Observe	
Knows a few rhymes or songs (G)	Observe	
Follows a two-stage command (G)	Observe	
Names one color (G)	Observe	
5-6 years		
Can give names of penny, nickel, dime (G)	Observe	
Can identify 4 colors (G)		
Counts 10 objects pointing to each in turn (G)		
Learns to point to simple words as his own first name (G)		
Distinguishes right and left in self, not others (G)		

RECEPTIVE [illegible]GUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Plays table games such as dominos (G) Can make purchases (D) Can answer: How old will you be on your next birthday? What day is today? What day comes after Sunday? (G)		
6 years Knows names of some streets in neighborhood (C) Can answer: What time do you go to school? What time do you come home from school? What grade are you in? What do you do in the fall? in the spring? Perception and inner language make great gains; asks for explanations, motive of action (B)	Ask and observe	
8 years Likes oral arithmetic and cards with number combinations Understands 6,000-8,000 words True communication develops. Ideas shared, speech reflects understanding of causal or logical relationships (B)		

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EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Sources: Gesell, Binet, Beery, Doll, T.E. Bangs,
D. McCarthy, Metraux, Templin, Terman,
University

Child's name__________

BD__________

Evaluation period__________

Evaluator__________

Activity	Procedure	Comments
1 month Crying sounds that change in pitch; sign of bodily discomfort (B)	Observe	
2 months Babbling begins. Coos and gurgles in vocal play (B)		
3 months Vocalizes feelings of pleasure in response to social stimuli Makes many vocal noises resembling speech sounds (B)		
4 months Continued babbling Vocalizes in self-initiated sound play. Laughs aloud		

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Child's name______________________________

BD________________ CA________________

Evaluation period________________________

Evaluator______________________________

eery, Doll, T.E. Bangs,
raux, Templin, Terman,

	Procedure	Comments
in pitch; sign	Observe	
gurgles in		
asure in response esembling speech		
ed sound play.	102	103

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EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
5 months Babbling 1) Vocalizes emotional satisfaction 2) Tuning up speech organs, an integrative process (B) Imitates his own noises: oohs, ahs, bas, das (B)		
6 months Directs sounds and gestures to objects (B) Pleasurable repetition of sounds and syllables (B) Uses intonational pattern with speech in "talking to person"		
7 months Vocalizes emotional satisfaction or dissatisfaction (B) Enjoys imitating sound sequences		
8 months Back vowels now more like speech sounds (B) Vocalizes syllables da, ba, ka. (B)		

	Procedure	Comments
atisfaction ns, an B)		
to ith speech		
action or uences		
speech sounds (B) ka. (B)		

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Vocalizes interjections and recognition (B)		
9 months Enjoys making lip noises (B) Tries out variety of pitches (B) Facial and arm gestures accompany vocalizations (B)		
10 months Imitates melody of phrase pattern but phonemens inaccurate (B) Tries to name familiar object upon seeing it again, Viz. bottle (babo)		
11 months Talks to self in mirror		
12 months Communicative speech begins (B) Uses one or more words with meaning Copies melodic patterns more accurately but in jargon speech (B)		

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
12-18 months		
Imitates words (G)		
Says "ta-ta" or equivalent for "Thank you" (G)		
Vocabulary of 3 to 22 words (G)		
Indicates wet pants (G)		
1½-2 years		
Much vocal overflow with little or no phonetic value (laugh, sign, whisper) (B)	Observe	
Often communicates by pulling person to show him object, person, situation (B)	Observe	
Vocal inflection fair, pitch uncontrolled; tends to rise (B)	Observe	
Waves bye-bye as sense of termination (G)	Observe	
Says "eat" and "no" meaningfully (G)	Observe	
Begins to hum and sing	Observe	
Pronouns "mine," "me," "you," and "I" coming into use in approximately that order	Observe	
Repeats syllables or word sequences in easy manner (B)	Observe	

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
2-3 years		
Egocentric speech prevails but some socialized speech also used (B)		
Asks simple questions about own concerns: "Where ball?" "Go bye-bye?"		
Accompanies speech with pointing		
Gives full name on request (G)		
Jargon begins to drop out being replaced by nouns and verbs (G)		
Loves to match words with objects (G)		
Talks about immediate experiences (Doll)		
Recites 1-2 nursery rhymes (B)		
Shifts between me and I on referring to self (B)		
Uses 2 or 3 prepositions (B)		
Pronunciation is unstable (B)		
Asks names of things, "What's that?"		
Can sing a few familiar tunes (U)		
Can tell night from day (U)		

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Sentence length of approximately 2 words (B)		
Repeats words compulsively (Metraux)		
Uses "a" before many responses (M)		
Tendency to add syllables or sounds (M)		
3-4 years		
Verbalizes toilet needs (B)		
Names 2-3 colors (B)		
Voice usually well controlled (B)		
Frequently asks why (B)		
Average sentence length 3-4 words (B)		
Asks questions to which he knows answers (G)		
Relates experiences with fair understanding of sequence and closure (B)		
4-5 years		
Common expression "I don't know" (G)		
Average length of response is 5 words (Templin)		
Counts to four (G)		

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Calls names; threatens, uses slang (G)		
Talks a great deal; exaggerates, boasts, tells tall tales (G/B)		
Counts three objects one at a time (G/B)		
Defines simple words (B)		
Tries to use new words, not always correctly (B)		
5-6 years		
Gives descriptive comment while naming the objects in a composite picture (G)		
Mean length of response is 5.7 to 6.6 words (Terman)		
Can identify and name 4 colors (G)		
Gives names of penny, nickel, dime (G)		
Likes to talk - almost constantly (G)		
Questions to actually seek information (G)		
Grammar reasonably accurate (G)		
Can usually relate present and past events correctly (B)		

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
6-7 years		
Experiments with rhythmic patterns. Facial expression accompanying speech changes with rhythm (B)		
Attempts to verbalize causal relationship (B)		
Asks for explanations, motives of action (B)		
Increased ability to differentiate fantasy and reality (G)		
Can tell differences between two simple objects (G)		
Likes to use big words (G)		
Uses telephone - some can dial (G)		
7-8 years		
Can give similarities between two simple objects (G)		
Interested in meaning and spelling of words (G)		
Use of slang and clichés (G)		
Variable pitch of voice (G)		

EXPRESSIVE LANGUAGE

DEVELOPMENTAL SCALE

Activity	Procedure	Comments
Chief errors in grammar are common to his cultural environment (B)		
Mean length of response is 7.2 words (B)		
Ideas shared - speech reflects understanding of causal or logical relations (B)		
Uses language almost as adult does (G)		
Comprehension of words far ahead of vocabulary of use. Understands 6,000-8,000 words and uses 2,562 to 2,818 words.		

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Possible tests or scales which could be administered in conjunction with these scales:

The Bzoch-League Receptive-Expressive Emergent Language Scale, by Kenneth R. Bzoch and Richard League

The Bayley Scales of Infant Development, by Nancy Bayley

Hiskey-Nebraska Test of Learning Aptitude, by Marshall S. Hiskey

The Utah Test of Language Development, by Communication Research Associates

Verbal items from the Wechsler Intelligence Scale for Children, by David Wechsler

The Peabody Picture Vocabulary Test, by Lloyd M. Dunn

Series of Emergency Scales, by Grace H. Kent

The Houston Test for Language Development, by Margaret Crabtree

Illinois Test of Psycholinguistic Abilities, by J. McCarthy and S. Kirk

Zimmerman Language Development Test, by Zimmerman

Auditory Training

Auditory Training is a very important part of education for the deaf, but can easily be pushed aside and forgotten unless a practical program is planned and carried out. Although there are special exercises and books full of suggested procedures for auditory training sessions, the development of auditory training cannot be separated from the total approach of teaching the student to be aware of and make use of any residual hearing he may possess. Therefore obviously there will be vast differences in the capabilities to develop auditorily of children not necessarily related to their chronological age or intelligence. Thus no age levels are attached to our developmental scale for auditory training. The following scale is self-explanatory beginning with the first detection of sound and progressing through the higher level of discrimination of finer sounds.

For further reading in the area of auditory training the following are recommended:

Tim and His Hearing Aid, revised edition, 1965, by Eleanor C. Ronnei and Joan Porter, Alexander Graham Bell Association for the Deaf, The Volta Bureau, Washington, D.C. 20007.

Play It By Ear, by Edgar Lowell and Margarite Stoner, 1960, John Tracy Clinic, 806 West Adamo Boulevard, Los Angeles 7, California.

Auditory Training Handbook, Curriculum Series, 1971, Clarke School for the Deaf, Northampton, Massachusetts, 01060.

Auditory Training Manual, by Mary Wood Whitehurst, Alexander Graham Bell Association for the Deaf, Inc., The Volta Bureau, Washington, D.C. 20007, 1955.

Listening Aids Through the Grades, by David H. Russell and Elizabeth F. Russell, Teachers College Press, Teachers College, Columbia University, New York, N.Y.

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

AUDITORY TRAINING

DEVELOPMENTAL SCALE

Child's name____________

BD____________

Evaluation period____________

Evaluator____________

A. Activity
B. Materials
C. Procedure

Informal awareness of sound		Commen
Startle reflex	A. Startle reflex - eyeblink, vocalization, cessation of activity moro reflex, change in respiration. B. Squeaky toys, noisemakers, musical toys, environmental sounds, microphone & training unit. C. Play with sound toys, moving in and out of visual field; give the child amplified babbling; make meaningful environmental sounds.	
Orienting response - responding within the visual field to a soundmaker	A. Orienting response - reaching for object, looking at object. B. Squeaky toys, noisemakers, musical toys, environmental sounds, microphone and training unit. C. Play with sound toys, moving in and out of the visual field; give the child amplified babbling; make meaningful environmental sounds.	
Searching for sound outside of visual field 116	A. Searching for sound - turning toward source of sound. B. Same as "B" above. C. Same as "C" above. Manipulate one sound making toy in the visual field, then sound a matching toy out of the visual field. Attempt sounds on both sides of child to establish left-right localization. Attempt to locate the auditory field by moving the sound away from the child gradually until he ceases to respond.	

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Atlanta, Georgia

Child's name____________________

BD____________________

Evaluation period____________________

Evaluator____________________

Activity
Materials
Procedure

Comments

Startle reflex - eyeblink, vocalization, cessation of activity moro reflex, change in respiration.
Squeaky toys, noisemakers, musical toys, environmental sounds, microphone & training unit.
Play with sound toys, moving in and out of visual field; give the child amplified babbling; make meaningful environmental sounds.

Orienting response - reaching for object, looking at object.
Squeaky toys, noisemakers, musical toys, environmental sounds, microphone and training unit.
Play with sound toys, moving in and out of the visual field; give the child amplified babbling; make meaningful environmental sounds.

Searching for sound - turning toward source of sound.
Same as "B" above.
Same as "C" above. Manipulate one sound making toy in the visual field, then sound a matching toy out of the visual field. Attempt sounds on both sides of child to establish left-right localization. Attempt to locate the auditory field by moving the sound away from the child gradually until he ceases to respond.

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AUDITORY TRAINING DEVELOPMENTAL SCALE	A. Activity B. Materials C. Procedure	
Formal awareness of sound		Comments
On-Off awareness of sound	A. Informal response may be an expression on child's face or any clue indicating awareness of sound; formal response - child may point to ear or play any game the teacher desires which indicates on-off awareness. B. Any source of sound appropriate for age level as: noisemaker, squeaky toys, alarm clock, drum. C. Present the soundmaker to the child through audition, vision, and taction. Let the child respond to a variety of sounds. Present the sounds through audition and vision. Present the sounds through audition.	
Response to sound by means of a conditioned response with formal testing	A. Child imitates a body movement to a concrete sound stimulus (e.g. bell). Child responds to more abstract stimuli. B. Bells, squeaky toys, rings & stick, bean bags, target, nesting cups, charms, audiometer, live & recorded voice, recorded environmental sounds, pitch pipe. C. Present concrete sound to child in his visual field. Help child to make the desired response. Continue until child understands task. Present sound to the child out of his visual field asking him to make the taught response.	
Response to sound through bone conduction by means of a conditioned response	A. Child imitates a body movement when he hears a tone through bone oscillator (oscillator placed on the mastoid process). B. C. Place bone oscillator on the mastoid process & present tones as in B above.	
Discrimination between two or three known sounds	A. Response according to activity (child selects bell from two or three soundmakers when a hidden bell is rung. B. All sound materials previously used which are familiar to child. C. Present concrete sounds employing auditory & visual cues. Present sounds using only auditory cueing.	

AUDITORY TRAINING

DEVELOPMENTAL SCALE

A. Activity
B. Materials
C. Procedure

		Comments
Discrimination of meaningful environmental sounds	A. Same as A above (pictures representative of the sound can be used if the actual sound is not present.) B. Teach first those sounds which are actually available: water running, door slamming, paper rustling. Tape record less available sounds: animals, noises in house, outside noises. C. Introduce concrete environmental sounds as knock on door & ringing doorbell in a learning situation geared to child's developmental level. Introduce taped environmental sounds.	
Discrimination between phrases dissimilar in length (broad speech patterns)	A. Discriminate between two or more very different phrases according to length & vowel pattern by finding appropriate picture or by performing appropriate activity. Discriminate between two or more phrases more alike in auditory content. B. Objects for acting out phrases. Pictures of common phrases as "hello," "I'm cold," etc. C. Teacher presents two phrases that can be acted out. She presents them in speech but also uses gestural clues. Phrases should contain known language. Teacher eliminates gesture as soon as possible. Teacher presents phrases accompanied by illustrative pictures. Teacher first uses audition & gestures, then audition alone.	
Discrimination between words dissimilar in length	A. Discriminate between two or more words of different syllabic length & phonetic content, with particular attention to vowels. B. Objects for acting out phrases C. Teacher gives words and elicits various kinds of responses: through action, through selection of appropriate picture, selection of the appropriate printed word, speech if available.	

AUDITORY TRAINING DEVELOPMENTAL SCALE	A. Activity B. Materials C. Procedure	Comments
Vowel patterns in words (fine speech pattern)	A. Discriminate between two words of same syllabic length, varying the vowel, as "cape" - "hit." B. Illustrative pictures, printed words, chart with pocket under picture illustrating both the long and short forms of a vowel. C. Present child with paired words. If written form is used, it should be visible to child. Child must discriminate the missing vowel. At first child should be given two vowels to be used to narrow field.	
Consonant patterns in words	A. Discriminate bilabials from fricatives (bat-sat); bilabials from labiodentals (bat-fat); bilabials from glottals (bat-cat); bilabials from alveolars (bent-dent); between any combination of above; the voiced & voiceless cognates (bat-pat). B. Same as B above. C. Present words where initial consonant differs. Child selects appropriate picture, printed word, or fills in the missing initial letter of the word. When all types of sounds have been discriminated the sounds can be presented in medial and final positions.	
HANDEDNESS	Hand used during activities (hand that shows dominance)	

Vision

The developmental scale - Visual Perceptual Training - is used for evaluating the following components of vision and visual perception.

I. Degree of Vision

How much does the child see and how does he see? This, by necessity, is the first evaluation of a multi-handicapped child for this information will determine what visual training is appropriate for each child. The types of vision that may be found are:

1. Light Perception

   This child can recognize the presence of light and is often able to distinguish strong light from shadows. This vision can be best used and trained for travel vision.

2. Gross Form Perception

   This child can recognize large objects and the shadows they create. This vision can be best used and trained for travel vision and gross size and form discrimination.

3. Usable Vision or Travel Vision

   This child has enough vision to allow for good mobility and for learning about the environment. Often, he relies on other senses (tactual, olfactory, auditory) to augment his visual experiences.

4. Restricted Visual Field

This child may have good vision but it is usable within limits. Such things as tunnel vision and peripheral vision are classified as restricted vision.

II. Visual Perception

1. Visual - motor development

   a. Eye-hand coordination
   b. Eye movement and focusing

Many multi-handicapped children lack the muscular control necessary to focus on a visual stimulus and are also unable to translate an interpretation of a visual stimulus into action, because of the inability to coordinate eye-hand movement.

Multi-handicapped children must be helped and trained to use their vision to its best advantage. Lack of vision, poor vision, cataracts and nystagmus must often be dealt with and the child must be trained initially to use what vision he has before he can develop his visual perception.

Physical handicaps such as muscle weakness, lack of head control and the inability to crawl or walk inhibit this type child's exploration of his environment and consequently, his visual perception. These problems must be handled before a child can be expected to develop visual perceptual skills.

Visual Perception (con't.)

It is not unusual for a multi-handicapped child to use visual stimuli simply as physical "stimulation" i.e. flicking an object before his eyes, putting an object in his mouth, licking objects, banging his head with objects or merely "fiddling" with the objects. These children have not been able to perceive these objects as anything more meaningful than just that - stimulation. This type child is very difficult to help because he has established a pattern of using what vision he has for this purpose and is, many times, unwilling to let go of this behavior to allow further training. Because of this and/or further physical involvements, experiences for these children must be brought to them or they must be taken (with physical support) to the experiences.

One of the first steps taken at the Center is that of getting a child "out of himself" and his self-stimulatory practices into the environment for exploration and experiences. Often this requires physical manipulation on the teacher's part.

Several children have come to the Center who continued to "lie around" in the foetal position. Keep in mind these are not babies; they are often six or seven year old children and often quite heavy.

Visual Perception (con't.)

These children are not cognizant of a world outside their bodies and therefore do not relate to it. Extensive exposure to the environment is the first prerequisite to visual perception, and the more appropriate their physical posture (crawling,walking), the more apt the child is to learn to use his body as a reference point for orienting himself to his environment.

Those children who are less involved and less handicapped, but also have faulty visual perception must be helped to acquire adequate visual-motor coordination before success can be achieved in academic learning, in particular, writing.

III. Visual - Tactual Discrimination

The Visual Perceptual Training Scale offers many activities for evaluating and training visual-tactual discrimination.

In this area children need to be introduced to experiences that draw their attention to comparisons of objects and textures. From these experiences he is taught to match according to specific attributes, size, shape, color and texture.

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

Child's name____________

BD____________ CA_

A. Activity
B. Materials
C. Procedure

Evaluation period________

Evaluator____________

		Date	Comme
Birth			
Equal ocular movements	A. Ocular movements B. Flashlight, small object & large object C. To be observed		
Pupils equal and react to light/I&BR	A. Ocular movements B. Flashlight, ceiling lights & sun light C. Shine beam into both eyes and then into each eye. Observe when overhead light is turned on and off. Observe reaction to sun light.		
1 month			
Follows object in field of vision with eyes to midline of body/DD	A. Ocular pursuit B. Small familiar or shiny object C. Move object slowly into his field of vision. Child should pursue it with combined eye and head movements through a small arc of less than 90°.		
Infant indulges in long spells of ocular immobilization & fixation/G	A. Ocular immobilization & fixation B. C. To be observed		

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

Child's name ______________________

BD ______________ CA ______________

G

A. Activity
B. Materials
C. Procedure

Evaluation period ______________________

Evaluator ______________________

		Date	Comments
	A. Ocular movements B. Flashlight, small object & large object C. To be observed A. Ocular movements B. Flashlight, ceiling lights & sun light C. Shine beam into both eyes and then into each eye. Observe when overhead light is turned on and off. Observe reaction to sun light.		
f ne -	A. Ocular pursuit B. Small familiar or shiny object C. Move object slowly into his field of vision. Child should pursue it with combined eye and head movements through a small arc of less than 90°. A. Ocular immobilization & fixation B. C. To be observed		

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DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Regards face/DD	A. Regards face B. Speaker C. Talk and smile to child	
Reflex grasp	A. Grasp B. Small objects C. Child clenches or opens fist on contact	
Drops objects immediately/DD	A. Release B. Small objects C. Upon contact the child immediately releases the object	
3 months		
Anticipates feeding/G/I	A. Anticipates feeding by visual stimuli B. Child's bottle C. Child shows anticipatory reaction at sight of bottle.	
4 months		
Follows objects in field of vision, through 180°/I & Br	A. Follows objects across midline B. Flashlight, large object & small object C. Move object slowly across child's entire field of vision. Observe child's eye pursuit.	
Capable of horizontal, vertical & circular eye coordination/H	A. Follows a moving object B. Flashlight, large object & small object C. Move objects slowly in child's field of vision in a vertical, horizontal & circular movement & observe eye pursuit.	

NG	A. Activity B. Materials C. Procedure	
y/DD	A. Regards face B. Speaker C. Talk and smile to child A. Grasp B. Small objects C. Child clenches or opens fist on contact A. Release B. Small objects C. Upon contact the child immediately releases the object	Date Comments
	A. Anticipates feeding by visual stimuli B. Child's bottle C. Child shows anticipatory reaction at sight of bottle.	
of Br er-	A. Follows objects across midline B. Flashlight, large object & small object C. Move object slowly across child's entire field of vision. Observe child's eye pursuit. A. Follows a moving object B. Flashlight, large object & small object C. Move objects slowly in child's field of vision in a vertical, horizontal & circular movement & observe eye pursuit.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Unsuccessful attempts at reaching dangling object/G	A. Reach B. Dangling objects such as ring on string C. Dangle objects within child's reach & observe arm movements.	
Regards hands and feet	A. Hands meet at midline and child begins to watch them B. C. To be observed	
Holds small objects	A. Holds small objects when placed in hands B. Small objects C. Place small object in child's hand & observe	
Regards object in hand & takes to mouth	A. Mouths objects B. Safe, medium sized objects, preferably edible C. To be observed	
Uses crude grasp	A. Takes small block from table with crude grasp B. One inch and two inch cubes C. Child scoops cube from table with little finger side of hand. Does not use thumb.	
Recognizes familiar face/Dal	A. Visually discriminates familiar face B. Familiar person to child C. Child responds with pleasure at sight of familiar face	
Looks at place where object disappeared/Piaget	A. Object permanence: Imagery B. Interesting object C. Allow child to play with and regard object. Remove object. Observe if child will continue to look at the place where object disappeared. Will not search for object.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
5 months		
Uses both hands/G	A. Uses both hands together to pull objects toward himself B. Large, interesting objects C. Child reaches with both hands and pulls interesting object toward himself	
Uses palmar grasp/G	A. Uses fingers and thumb to hold object against his palm B. Small, interesting objects C. Child should use his thumb when trying to hold an object	
Recognizes image in mirror/I&Br	A. Recognizes image in mirror B. Mirror C. Child shown his image in mirror. He responds with signs of recognition.	
6 months		
Reaches and grasps object/G	A. Reaches for and grasps object with one hand but movement is not yet smooth or coordinated B. Small and large interesting objects C. Place or hold object within reach of child or put objects on his lap with tactual clue. Direct if necessary.	
Transfers object from hand to hand/DD	A. Grasp and release B. Small familiar objects C. Place object in one hand and direct child to put in in the other. Repeat with opposite hand.	
Equal interest in all objects	A. Visual-tactual exploration B. Variety of familiar objects C. Child displays an equal interest in all objects. He handles all objects, often discarding them after brief handling.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
May anticipate position of falling objects/Piaget	A. Object permanence B. Interesting object C. Allow child to play with toy briefly. Drop toy and observe if child anticipates the position of the falling object.	
7-8 months		
Reaches for nearby objects on sights/G	A. Reach B. Interesting objects C. Show object to child within his arm's reach. Observe. Show object to child. Put object on a table within child's reach. Observe.	
Unilateral reaching and grasping/G	A. Reach and grasp B. Interesting objects C. Observe if child's prehensory approach and grasp is unilateral rather than bilateral.	
Radial palmar grasp of objects/G	A. Grasp B. Small interesting objects C. Observe if child secures cube by grasping it with tilted hand, thumb participating in seizure.	
Ocular adjustments are more advanced than manual adjustments/G	A. Visual discrimination B. Yarn C. Child can perceive yarn held in front of him, but he cannot grasp it.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Crude release/G	A. Release B. Objects which can be held by child in one hand C. Observe	
Visually and/or tactually explores objects	A. Visual-tactual exploration B. Group of small objects C. Place objects within child's reach or given him objects. Observe	
Child begins to notice cause and effect relationships	A. Cause and effect B. Toys which change when different actions are employed C. Observe as child moves from one schema to another; actions cause him to notice new results and he repeats the action intentionally.	
Can "throw" a ball with a pushing motion/G	A. Ball play B. Ball C. Observe how child throws ball	
Inserts objects into a container/G	A. Visual-motor coordination B. Small cubes C. Child can drop small cubes into a container; has almost acquired the capacity for placement and voluntary release.	
Places blocks on table without any particular pattern/G	A. Block play B. Small blocks C. Child takes one block after another and places them repetitively on the table, without any particular pattern.	
Holds crayon with finger tips/I & Br	A. Drawing B. Crayon and paper C. Child holds crayon with finger tips, but pounds rather than draws or writes.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Alternating one-handedness	A. Handedness B. Interesting objects C. Child will tactually explore and handle objects without showing any preference for either hand.	
Grasps and pulls objects/P	A. Grasp and pull B. Pop beads, interlocking cubes, clay, pegs & board, etc. C. Child pulls objects apart without much finesse.	
Closes eyes on approach of an object to face/G	A. Ocular reflex B. Objects C. Move object towards child's face and observe	
9-12 months		
Reaching for nearby objects now well coordinated/Dal	A. Reach B. Interesting objects C. Child able to reach for nearby objects in a well-coordinated manner - with few lateral movements.	
Uses pincer grasp/G	A. Grasp B. Small objects C. Child can pick up a small object with precise pincer prehension.	
Uses index finger to poke, probe and pluck/Bayley/G	A. Tactual exploration using index finger B. Peg board, clay, etc. C. Child can poke index finger in small holes.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Matches two objects	A. Visual-tactual discrimination B. Three objects (two identical) C. Hold up one object and direct child to show you the matching object.	
Shows interest in facial expressions/I & Br/G	A. Regards face B. C. Observe if child shows interest in facial expressions.	
Visually alert to new objects, persons and places	A. Visual-tactual discrimination B. C. To be observed	
Plays games/G	A. Imitates pat-a-cake and peek-a-boo B. C. Direct child in playing these with teacher.	
Imitates arm movements/K	A. Visual-motor coordination B. Child and teacher C. Child imitates symmetrical and assymetrical arm movements after demonstration	
Looks for dropped object persistently/Piaget	A. Object permanence B. Interesting object C. Child will persistently search for dropped object.	
Looks for object seen hidden/Piaget	A. Object permanence B. Interesting object, cup and/or spoon C. Allow child to see object. Hide object under cup or behind screen and observe if child actively searches for object.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
12-14 months		
Fairly mature pattern of reaching/H	A. Reach B. Interesting objects C. Show child object. Observe if he has acquired a fairly mature pattern of reaching.	
Almost has voluntary release/G	A. Release B. Interesting objects which can be held in one hand C. Observe release	
Places pellets in bottle/G	A. Visual-motor coordination B. Bottle and pellets C. Direct child to put pellets in bottle	
Builds tower of 2 blocks/G	A. Block play B. Blocks C. Demonstrate and then direct child to put blocks one on top of the other.	
Scribbles spontaneously/G	A. Drawing B. Crayon and paper C. Hand child crayon and paper and observe.	
Can fit two nesting blocks together/W	A. Size discrimination B. Two nesting blocks C. Give child two nesting blocks and direct him to fit them together.	
14-18 months		
Places one inch pegs into holes/Perkins	A. Visual-motor coordination B. Peg boards and pegs C. Demonstrate task to child. Hand child peg and observe.	

DEVELOPMENTAL SCALE VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Date
Collects and holds up to 8 blocks handed to him/G	A. Block play B. Cubes C. Hand blocks to child one at a time and observe the number he can hold.	
Imitates a vertical stroke/G	A. Drawing B. Paper and crayon C. Child imitates a vertical stroke without regard to direction.	
Imitates a horizontal stroke/G	A. Drawing B. Paper and crayon C. Demonstrate a horizontal stroke. Child should imitate stroke without regard to direction.	
Imitates a circular stroke/G	A. Drawing B. Paper and crayon C. Hold child's hand and direct him to move the pencil in a clockwise motion - then let him try it alone.	
Matches round form to hole/G	A. Shape discrimination B. Round shape and form board C. Allow child to see completed form board. Take out form and place on table above form board. Direct child to complete form board.	
Interested in ordering objects by color/Perkins	A. Color discrimination B. Colored cubes, colored toothbrushes, etc. C. Hold up one object and direct child to show you matching object.	
Pats picture book/Dal/G	A. Visual discrimination B. Small book with brightly colored pictures of single objects C. Read book with child, ask him to "Show me the________."	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date	C
Beginning to prefer one hand/Perkins/Dal	A. Hand dominance B. C. Observe which hand child prefers from several tasks.		
Uses eyes alertly to follow an object as it falls/G	A. Tracking B. Small objects C. Allow child to become interested in object. Drop object and observe if child follows object as it falls.		
Misses object when removed from group of several objects objects/G	A. Object permanence B. Several interesting objects C. Allow child to play with group of interesting objects. (Note number of objects.) Remove one object and note if child misses it.		
18-24 months			
Builds vertical tower of 3 to 4 cubes/I & Br/DD	A. Block play B. Cubes C. Demonstrate and then direct child to place blocks one on top of the other.		
Places 3 blocks in a row horizontally/G	A. Block play B. Cubes C. Demonstrate and then direct child to build one just like the model.		
Spontaneous scribbling/ I & Br/G	A. Drawing, visual-motor coordination B. C. Place paper in front of child (tape if necessary), hand child crayon and observe.		
Holds crayon in fist	A. Drawing, visual-motor coordination B. Crayon and paper C. Observe during above activity.		

DEVELOPMENTAL SCALE

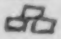
VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Correctly inserts ○ , △ , and □ /G	A. Shape discrimination B. Form board with ○ , △ , and □ C. Child should correctly insert all forms when they are presented on the table opposite the correct space.	
Inserts a □ in box edgewise through a □ opening/G	A. Shape discrimination B. Posting box C. Demonstrate task and observe	
Beginning to discriminate black and white/G	A. Color discrimination B. Black and white ball, black and white cube, black and white paper C. Hold one matching ball and direct child to show you matching one from choice of two color balls. Repeat with cubes and papers.	
Uses some color names/G	A. Color discrimination B. Cubes of primary colors C. Hold up cube and ask child "What color is this?"	
Points to pictures	A. Visual discrimination B. Book with colorful one object pictures C. Read book with child. Name objects pictured in book and have child point to them.	
Names some pictures and objects upon request	A. Visual discrimination B. Book with colorful one object pictures C. Read book with child. Point to pictures and ask "What is this?"	
2 years		
Regards and reaches almost simultaneously/G	A. Reach B. Interesting objects C. Show object to child within his arm's reach. Observe	

DEVELOPMENTAL SCALE VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Date	Co
Strings beads/Perkins/K/G	A. Visual-motor coordination B. Beads one inch in diameter C. Direct child to hold string in hand and bead in other - movement and method is unimportant - just finished product.		
Snips awkwardly with scissors/Dal/K/G	A. Visual-motor coordination B. Scissors and paper C. Demonstrate task and then direct child to hold the scissors and cut the paper.		
Turns pages one at a time/Perkins/K/G	A. Visual-motor coordination B. Book (sturdy with pictures) C. Direct child in correct way of holding book and turning pages.		
Explores objects of various textures/Dal	A. Visual and/or tactual discrimination B. Texture discs and blocks C. Allow child to play with blocks or discs. Observe if he begins to compare and contrast textures.		
Builds a 6-7 block tower vertically/K/Dal/G	A. Block play B. Ten blocks C. Demonstrate and then direct child to place one block on top of the other.		
Align 4-5 blocks horizontally/J/G/H	A. Block play B. Ten blocks C. Demonstrate and then direct child to build one.		

DEVELOPMENTAL SCALE VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Date	C
Beginning to match like objects/Zig	A. Visual and/or tactual discrimination B. Five sets of matching objects C. Hold up one object and direct child to find the matching one from a group of five objects.		
Matches spoken word to object/Dal	A. Visual and/or tactual discrimination B. Interesting objects C. Place group of objects in front of child. Direct him to "Give me the ___________."		
Beginning to match like pictures	A. Visual discrimination B. Five sets of matching pictures C. Hold up one picture and direct child to find matching one from group of five pictures.		
Fold paper once, imitatively	A. Paper folding B. Paper squares C. Fold paper once vertically. Direct child to make one like model.		
3 years			
Places chimney on a four block train/G	A. Block play B. Five blocks C. Demonstrate train and direct child to build one like model.		
Builds tower of 9-10 blocks/G	A. Block play B. Ten blocks C. Demonstrate and then direct child to place one block on top of the other.		

DEVELOPMENTAL SCALE VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Date	Co
Imitates a bridge/G/DD	A. Block play B. Three blocks C. Demonstrate bridge and direct child to build one like model 		
Imitates building with blocks/G/DD/H/G	A. Block play B. Blocks C. Direct child to build blocks like teacher's model.		
Imitates + /G	A. Drawing B. Paper and pencil C. Draw +. Direct child to trace it, then make his own.		
Copies circle/DD/G/H/Dal	A. Drawing B. Paper, crayon or pencil C. Show child circle, direct child to make his own. (Usually copied in a clockwise direction.)		
Traces a □ & ◇ /Dal	A. Drawing B. Paper, crayon or pencil C. Draw square, direct child to trace it. Repeat with diamond.		
Holds crayon in fingers/G	A. Eye-hand coordination B. Paper and crayon C. Observe		
Attempts to draw a man/G	A. Symbolic representation B. Paper and crayon or pencil C. Ask child to draw a man. Child draws a circle.		

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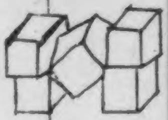
DEVELOPMENTAL SCALE VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Date
Discriminates big and little/ DD/G	A. Size discrimination B. Three lines of varying lengths Three sticks of varying lengths C. Direct child to show you the longest stick from 3 choices.	
Can match some forms/D	A. Shape discrimination B. Logical shapes C. Show child one shape & direct him to show you matching one from three choices.	
Discriminates 5 colors	A. Color discrimination B. Color cards and tokens C. Place 5 color cards out and have child group tokens on matching card.	
Discriminates textures/Dal	A. Visual-tactual discrimination B. Texture discs and blocks C. Show child one texture and let him pick the matching one out of 3 choices.	
Completes two piece puzzle/G	A. Visual discrimination B. Color photograph cut in half, black and white figure cut in half. C. Show 2 pieces to child and direct child to put it together. Child should be able to do so when one piece has been rotated 180°.	
Can fold paper in half/G	A. Paper folding B. Four squares of paper C. Demonstrate task of folding paper in half lengthwise; ask child to fold his paper the same. Demonstrate task of folding paper in half crosswise; ask child to fold his paper the same.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date	C
Beginning to make simple forms in clay	A. Symbolic representation B. Clay C. Allow child to play with clay and observe if he makes simple forms such as round balls, "snakes," etc.		
4 years			
Grasps with thumb and index or middle finger	A. Grasp B. Small objects C. Observe		
Releases without exaggerated movements of digits	A. Release B. Small objects C. Observe		
Cuts along straight line/G/K	A. Visual B. Paper, scissors, magic marker C. Direct child to cut along a well defined straight line. Observe.		
Imitates 5 block grate/G	A. Block play B. Five blocks C. Demonstrate and direct child to build one just like model. 		
Builds tower of 10 or more blocks/G	A. Block play B. 30 blocks C. Demonstrate and direct child to place one block on top of the other.		
Copies ▱ /G/DD	A. Drawing B. Paper and pencil C. Show child ▱ and direct him to copy it.		

DEVELOPMENTAL SCALE VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Dat
Discriminates 8 of 10 forms/G	A. Shape discrimination B. Shapes as in Goddard Form Board C. Present form board with all forms in. Remove forms and direct child to replace forms.	
Handedness strongly established/G	A. Dominance B. Large and small objects C. Observe child handling large and small objects. Handedness should be strongly established except for fine manipulation of small objects.	
Makes 3 folds from imitation/G	A. Paper folding B. Two paper squares C. Demonstrate folding paper, making first fold lengthwise, the second fold crosswise, and the last fold diagonally.	
Names block constructions/G	A. Symbolic representation B. Block C. Allow child to play with blocks. Observe. Child should name construction and may even exploit it dramatically.	
Draws simple figures of objects or images not always recognizable/G/K	A. Symbolic representation B. Paper and pencil C. Allow child to draw freely. Observe if child names drawings.	
Draws man/G	A. Symbolic representation B. Paper and pencil C. Show child a picture of stick figure; remove it and direct child to draw his own. Draws a man with head, 2 appendages, and possibly 2 eyes, no torso yet.	
Adds 3 parts to incomplete drawing of man/G	A. Picture completion B. Incomplete drawing of man and pencil C. Draw incomplete figure of man and have child add the missing parts.	

DEVELOPMENTAL SCALES

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date	C
5 years			
Prehends precisely & releases to dispatch/G	A. Reach, Grasp & Release B. Large and small objects C. Observe if child approaches an object directly, prehends it precisely & releases it to dispatch.		
Colors within lines/G	A. Visual-motor coordination B. Coloring book C. Colors within lines		
Cuts along outline of form/G	A. Visual-motor coordination B. Paper with forms drawn on it & scissors. C. Direct child to cut along outlines of forms.		
Capable of making straight strokes along 3 axes/G	A. Drawing B. Paper and pencil C. Show figure and direct child to copy it. Observe downward vertical, left to right horizontal, downward oblique.		
Copies X & △ /G/H	A. Drawing B. Paper and pencil C. Show child X and direct him to copy it. Observe. Show child △ and direct him to copy it. Observe.		
Inserts sequence of nested boxes/G	A. Size discrimination B. Nesting boxes C. Direct child to insert nested boxes. Observe if child makes immediate practical judgments about succession and orientation.		
Makes ⧄ from 2 triangles/B	A. Shape discrimination B. Rectangle cut in two triangles C. Direct child to make rectangle from 2 triangles.		

DEVELOPMENTAL SCALES

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
Knows and uses color names/G/K	A. Color discrimination B. Color cards C. Hold up color card & direct child to name color.	
Makes recognizable simple drawings/Dal	A. Symbolic representation B. Paper and pencil C. Observe	
Prints a few letters and/or numbers/Dal/K/G	A. Symbolic representation B. Paper and pencil C. Observe. Child may tend to reverse some of his letters/Ilg & Ames	
Interest in learning to write first name/G	A. Symbolic representation B. Paper and pencil C. Child displays some interest in learning to print first name.	
Names picture before he begins/G	A. Symbolic representation B. Paper and pencil C. In free drawing or painting child names his production before he begins & may name each part as he goes along.	
Draws a recognizable man/G	A. Symbolic representation B. Paper and pencil C. Direct child to draw a man. Observe. Drawing should show differentiation of parts to some completeness from head to foot.	
Adds 7 parts to incomplete man/G	A. Symbolic representation B. Incomplete drawing of man and pencil C. Draw incomplete drawing of man and direct child to add missing parts.	

DEVELOPMENTAL SCALES

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date
6 years		
Tells how similar objects are different/K	A. Visual tactual discrimination B. Group of similar objects C. Hand child 2 similar objects and ask him in what way they are different.	
Prints capital letters/G	A. Symbolic representation B. Paper and pencil C. Direct child to print letters. Observe. Child should be able to print capital letters although there may be reversals.	
Prints first and last names/Ilg & Ames/K	A. Symbolic representation B. Paper and pencil C. Direct child to print his name. Observe	
Draws man with 12 details/G	A. Symbolic representation B. Paper and pencil C. Direct child to draw a man. Observe.	
7 years		
Prints several sentences/G	A. Symbolic representation B. Paper and pencil C. Observe. Child may print several sentences with letters getting smaller towards the end of the line.	
Copies words but cannot spell many from memory/G	A. Symbolic representation B. Paper and pencil C. Observe	
Usually recognizes and corrects reversals/G	A. Symbolic representation B. Paper and pencil C. Observe as child writes.	

DEVELOPMENTAL SCALES VISUAL PERCEPTUAL TRAINING	A. Activity B. Materials C. Procedure	Date
Draws man with 16 details/G	A. Symbolic representation B. Paper and pencil C. Direct child to draw a man. Observe	
Writes or prints all numbers and letters accurately/G	A. Symbolic representation B. Paper and pencil C. Direct child to write letters & numbers. Observe. Child should maintain fairly uniform alignment, slant and spacing.	
Writes name & address/G	A. Symbolic representation B. Paper & pencil C. Direct child to write his name & address. Observe.	
Writes day, month, year/G	A. Symbolic representation B. Paper and pencil C. Direct child to write date. Observe.	
Beginning to get perspective in drawing/G	A. Symbolic representation B. Paper and pencil C. Observe from drawings. (Good proportion in action figures.)	
9 years		
Beginning to sketch in drawings/G	A. Symbolic representation B. Paper and pencil C. Observe from drawings.	

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

DD - - - - Denver Developmental Scale

I & Br - - Armstrong, Inez L., and Browder, Jane J., The Nursery Care of Children

G - - - - Gesell

I - - - - Illingsworth

Dal - - - Callier Hearing and Speech Center, Dallas, Texas, Normative Development

Piaget - - Piaget

P - - - - Perkins Developmental Scales

Bayley - - Bayley Infant Scale

K. - - - Kirk

W - - - - Washington Guide, University of Washington School of Nursing

J - - - - Jones

B - - - - Binet

V - - - - Vereecken

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

Child's name____________

BD____________

Evaluation period____________

Evaluator____________

A. Activity
B. Materials
C. Procedure

		Date
Miscellaneous Activities Not Graded		
Hitting target with ball	A. Eye-hand coordination B. Ball and targets C. Set up targets in different positions (on floor, table & wall) & direct child to throw at target. Repeat with rolling ball.	
Rolling ball to teacher	A. Eye-hand coordination B. Ball C. Sit child on floor with legs spread & roll ball to him directing child to roll ball back to teacher.	
Throwing & catching ball	A. Eye-hand coordination B. Ball C. Same as above (substitute throwing for rolling).	
Reaching for objects	A. Eye movement and focusing B. Several small objects C. Sit in front of child with objects in your lap. Pick up objects & hold them in different positions within the child's reach. While he is looking at one object pick up another & hold it in different position. Try to decrease head movement & increase eye movement.	
Bead stringing	A. Visual discrimination - eye-hand coordination B. Beads and strings C. Have child copy pattern with beads.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

Child's name ______________________

BD ______________ CA ______________

Evaluation period ______________________

Evaluator ______________________

A. Activity
B. Materials
C. Procedure

	Date	Comments
A. Eye-hand coordination B. Ball and targets C. Set up targets in different positions (on floor, table & wall) & direct child to throw at target. Repeat with rolling ball.		
A. Eye-hand coordination B. Ball C. Sit child on floor with legs spread & roll ball to him directing child to roll ball back to teacher.		
A. Eye-hand coordination B. Ball C. Same as above (substitute throwing for rolling).		
A. Eye movement and focusing B. Several small objects C. Sit in front of child with objects in your lap. Pick up objects & hold them in different positions within the child's reach. While he is looking at one object pick up another & hold it in different position. Try to decrease head movement & increase eye movement.		
A. Visual discrimination - eye-hand coordination B. Beads and strings C. Have child copy pattern with beads.		

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date	Comme
Copying	A. Visual discrimination B. Paper and crayon C. Mark paper off in squares, make a straight line in the upper left square & direct child to fill other squares in the proper left to right movement. Repeat with other shapes or forms.		
Chalkboard exercises (Following dots)	A. Eye-hand coordination B. Chalk and board C. Place a dot on the board, direct child to put his chalk on it, make another dot & have the child connect the two, add other dots.		
Chalkboard exercises (Out from midpoint)	A. Eye-hand coordination B. Chalk and board C. Direct child to look at midpoint on board & draw circles with both hands using full arm movement.		
Chalkboard exercises (In toward midpoint)	A. Same as above B. Same as above C. Same as above		
Chalkboard exercises (Both hands go clockwise)	A. Same as above B. Same as above C. Same as above		
Flashlight game	A. Eye movement and focusing B. Flashlight C. Shine the light on a dark surface & have child follow its movement.		
Grouping objects (Color - shape - size)	A. Visual and/or tactual discrimination B. Tokens, forms C. Direct child to group by color, then size, then shape.		

A. Activity
B. Materials
C. Procedure

Date Comments

A. Visual discrimination
B. Paper and crayon
C. Mark paper off in squares, make a straight line in the upper left square & direct child to fill other squares in the proper left to right movement. Repeat with other shapes or forms.

A. Eye-hand coordination
B. Chalk and board
C. Place a dot on the board, direct child to put his chalk on it, make another dot & have the child connect the two, add other dots.

A. Eye-hand coordination
B. Chalk and board
C. Direct child to look at midpoint on board & draw circles with both hands using full arm movement.

A. Same as above
B. Same as above
C. Same as above

A. Same as above
B. Same as above
C. Same as above

A. Eye movement and focusing
B. Flashlight
C. Shine the light on a dark surface & have child follow its movement.

A. Visual and/or tactual discrimination
B. Tokens, forms
C. Direct child to group by color, then size, then shape.

DEVELOPMENTAL SCALE

VISUAL PERCEPTUAL TRAINING

A. Activity
B. Materials
C. Procedure

		Date	Comme
Visual memory	A. Visual discrimination B. Peabody cards & fruit C. Show child picture of fruit for 5 seconds, then remove picture & direct child to pick out & match fruit from three choices.		
Visual memory	A. Visual discrimination, eye-hand coordination B. Paper and crayon C. Draw straight line on a piece of paper, then cover it up & direct child to draw the same thing. Progress to more difficult forms.		
Visual comparison	A. Visual discrimination & eye-hand coordination B. Paper and crayon C. Draw an uncompleted picture (face, body) & have the child add the missing part.		
Visual comparison	A. Visual discrimination B. Nesting cubes, various sized paper C. Direct child to place objects in ascending & decending order.		
Visual comparison	A. Visual discrimination & eye-hand coordination B. Pegs and pegboards (2) C. Make a simple pattern with pegs & direct child to copy it on his board.		
Chalkboard exercises (Both hands go counter-clockwise)	A. Eye-hand coordination B. Chalk and board C. Direct child to look at midpoint on board & draw circles with both hands using full arm movements.		
Cutting	A. Eye-hand coordination & fine motor skills B. Paper, cardboard & scissors C. Glue cardboard on paper as guide for scissors & direct child to cut along the line of cardboard.		

Mobility and Motor Development

An assessment of a child's mobility is acquired by the staff's observations. The evaluators look at the way the child moves within his environment; how he transports himself from one place to another; how he uses his vision and hearing to augment or direct his movements; and what, if any, problems he has in movement. The mobility instructor may do a further evaluation of specific problems in mobility, concept development, understanding of body image and location in space. The orthopedist and psysiotherapist look at the child's physical makeup for joint articulation, neuromuscular development, and may make recommendations for supportive or corrective measures.

Loss of vision and hearing have a significant effect on motor development. Without visual input, a child has no models for imitation of movement. From the cradle, he is limited in visual response, visual tracking which stimulates head turning, reaching, grasping and the motor development that accompanies these activities. He may not sit, stand, crawl, or walk without encouragement from the other people in his life. Motor development is subsequently delayed.

Hearing impairments frequently interfere with balance and coordination. If a child has both hearing and visual impairments, you can see how retarded he can be motorically.

Motor development activities should be fun for children and teachers, beginning with stroking, rolling around on a blanket or mat, placing the child on his stomach to help him develop head control and stability, pulling up slowly and letting him back down again to develop arm and back muscles.

The motor development assessment of a child is obtained by use of a developmental scale provided for this purpose. The child is taken through this scale and a ceiling of ability is obtained, always keeping in mind that the atmosphere is one of fun and enthusiastic response from the teacher. From this procedure, a developmental age can be set for the child and a program developed to help the child progress beyond the ceiling age shown on the scale.

Several children who have entered the program came as babes in arms. Many did not have head control, others could not sit and often lay in the foetal position. Even more could not walk. Perhaps one of the most dramatic happenings at the evaluation center is the progress shown by many of the children in the area of Motor Development.

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

DEVELOPMENTAL SCALE

MOTOR SKILLS

References: Gesell, Illingsworth, Kirk
Hurloch and Oseretsky

Child's name________

BD__________

Evaluation period___

Evaluator________

Age	Activity	Procedure	Comm
3 months	Reflex grip on contact	Touch child's palms with your finger.	
	Lifts head at shoulder	Observe	
	Arches back	Observe	
	Turns head	Observe	
	Holds object placed in hand	Place toy or object attractive to child in his hand.	
6 months	Transfers object from hand to hand	Observe	
	Head control in all positions	Observe	
	Scoots along floor: locomotion in a sitting position	Observe	
	Rolls from back to stomach	Observe	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

Child's name____________________

BD_______________ CA_______________

Evaluation period____________________

Evaluator____________________

lingsworth, Kirk
d Oseretsky

	Procedure	Comments
p on contact	Touch child's palms with your finger.	
at shoulder	Observe	
k	Observe	
	Observe	
ct placed in hand	Place toy or object attractive to child in his hand.	
object from hand	Observe	
ol in all positions	Observe	
ng floor: locomotion ng position	Observe	
back to stomach	Observe	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS

Child's name_

Age	Activity	Procedure	Comment
9 months	Attains hands and knees position	Observe	
	Sits unsupported	Observe for 10 seconds. Child should have no back support.	
	Interested in throwing	Give child ball. He does not need to throw to teacher.	
	Attempts to get objects out of box	Place posting box in child's reach. Direct when necessary.	
	Stands with help	Hold both hands of child while he attempts.	
	Raises to sitting position	Observe	
	Reaches for and grasps object	Place toy or object attractive to child within his reach.	
	Crawls or scoots	Observe	
	Pulls self to standing position	Place toy or object attractive to child on table top. Direct child's attention to it.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Child's name ______________________

	Procedure	Comments
nds and knees position	Observe	
ported	Observe for 10 seconds. Child should have no back support.	
in throwing	Give child ball. He does not need to throw to teacher.	
o get objects out	Place posting box in child's reach. Direct when necessary.	
h help	Hold both hands of child while he attempts.	
sitting position	Observe	
r and grasps object	Place toy or object attractive to child within his reach.	
scoots	Observe	
to standing position	Place toy or object attractive to child on table top. Direct child's attention to it.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS Child's name

Age	Activity	Procedure	Comm
1 year	Crawls over low barrier	Place child in position, stand on opposite side of beam and direct him to come to you.	
	Stands alone momentarily	Observe as child stands holding onto support	
	Takes steps assisted or supported by one hand	Support child or give him table or bar for support and direct him to take forward steps.	
	Pulls pegs one by one from pegboard	Place 5 pegs, widely spaced in pegboard. Direct child to pull them out.	
	Builds tower of 2 blocks	Give child two 1" cubes at table. Observe. Direct if necessary.	
18 months	Backs or slides into adult chair	Observe	
	Climbs on adult chair and reverses to get down	Observe	
	Crawls up stair steps	Place child at base of steps. Direct him to go up stairs alone.	
	Walks up stairs with helping hand	Assist child in walking up steps holding one or two hands.	
	Pours substance into container	Place 1 empty cup on flat surface. Direct child to hold filled cup and pour into the other.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS

Child's name___

Age	Activity	Procedure	Comme
	Places pegs in pegboard and takes them out again	Direct child to put pegs in board and take them out again.	
	Can turn pages of book but not one at a time	Give child children's book and observe. Direct when necessary.	
2 years	Jumps up and down with both feet	Have child jump up and down on floor and from block to floor.	
	Walks backward	Observe or demonstrate and direct child to imitate. (Approximately 10 steps)	
	Walks up and down stairs 2 feet per tread	Observe child at stairs.	
	Kicks ball	Place ball directly in front of child on floor and direct him to kick ball. Observe whether he can perform with both legs.	
	Picks up objects from floor	Make a trail of objects and direct child to follow trail and pick up each object, give it to teacher, then pick up the next.	
	Holds object without dropping	1. Give child small object that can be held with one hand. 2. Repeat with larger object that requires two hands.	
	Can imitate clapping raised and revolving hands.	Demonstrate and direct.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS

Child's name

Age	Activity	Procedure	Comme
	Can string large beads	Demonstrate and direct child to do same.	
	Can build tower of 6-7 blocks	Give child 7 one-inch cubes on flat surface. Direct if necessary.	
	Turns pages of book one at a time	Give children's book and observe. Direct when necessary.	
3 years	Walks erect with sure and agile footing	Observe	
	Hops on one foot 2 or 3 times	Demonstrate and direct child to imitate.	
	Throws ball without losing balance	Start by handing ball back and forth, then gradually increase distance.	
	Can copy circles	Demonstrate on chalkboard and direct child to imitate	
4 years	Catches bounced ball	Start by bouncing ball at short distance, then gradually increase the distance.	
	Carries cup of water without spilling	Have child pick up cup from table and walk 6 feet to teacher.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS

Child's name

Age	Activity	Procedure	Comme
	Climbs and descends stairs with alternating feet	Bring child to stairs and direct him to climb	
	Can copy square	Demonstrate on chalkboard and direct child to imitate.	
	Grasps cube neatly with thumb and index finger	Place spaced cubes on table and direct child to pick up.	
5 years	Can turn somersaults	Large mat on floor. Help child to do somersault, then direct him to do it himself.	
	Runs and skips smoothly	Observe	
	May stand on one foot for 10 seconds	Demonstrate and direct child to imitate on one leg and then the other.	
	Catches ball easily	Use medium size ball. Observe smooth and easy movements.	
	Can copy square and triangle	Demonstrate on chalkboard and direct child to imitate.	

Revised 4-74

Day Classes

To meet the needs of multi-handicapped children and provide beginning education, the Georgia Center for the Multi-Handicapped provides classroom units on a day basis for children from the Metro Atlanta area and outlying areas that can be served by bus.

The day classes are designed to serve four groups based on the students' abilities:

1. Pre-primary Class

Emphasis in this placement is on the acquisition and/or refinement of daily living skills, behavior, socialization, and beginning readiness skills. This class is more often than not the first educational experience for these children; therefore, the first step in laying the groundwork for further education is teaching the children to use what they have in terms of residual hearing, residual vision, and non-impaired senses as major channels of information input. Adjustment to the structure of the classroom and beginning communication skills are major goals in this class.

2. Primary Class

The Primary Class exposes the child to the routine of a regular classroom, and the behavior required for group work, individual work, and independent work. Learning modalities are established and educational objectives are outlined for each child. Readiness skills and academic work are stressed in this class.

3. Intermediate Class

This class offers academic work for older children referred to the program. These children may or may not exceed the ability level of the lower class. It is felt it is important to provide a specific class for older children regardless of their ability level. This class provides educational objectives for each child and emphasis on the future needs of the student, whether these needs be continued academic education or pre-vocational training.

4. Pre-Vocational Class

Older children requiring this type of class are placed in already existing Special Education Programs most appropriate for their needs rather than in a self-contained classroom for multi-handicapped.

An educational consultant serves as a liaison between these Programs and the Georgia Center for the Multi-Handicapped. The consultant supplies individual help for the students as well as workable ideas and techniques with the other teachers involved in the student's training.

An example of this type placement would be a fifteen year old visually impaired and hearing impaired student placed in a Secondary E.M.R. Program. This student would attend academic classes and participate in vocational training with the sighted and hearing E.M.R. students. The educational consultant would serve as a resouce teacher to the multi-handicapped student individually and would also share, with the other teachers, ideas and techniques most appropriate for this student's ability.

Day Classes (Con't.)

Each classroom unit is staffed with a teacher and teacher assistant. Two units are presently housed in the Coralwood Early Childhood Special Education Learning Center, which is part of the DeKalb County School System.

The global objective of the classroom units is to prepare the students for participation in programs, within their residential school area if possible, which employ teaching methods most appropriate for their handicaps and which will allow them to achieve their educational and/or vocational potential.

Curriculum - Pre-Primary

The goals of the pre-primary class are independence in self-care, begining communication skills, beginning readiness skills, and control of own behavior.

Self-care Skills

The students are taught self-care skills in sequential steps. They are assisted and encouraged by the teachers and progress gradually to total independence.

Acquiring self-care skills presents no great problem for non-handicapped children, but for the multi-handicapped it can be a difficult task. The lack of vision or poor vision does not give the child an image of the movements involved for imitation, and the lack of hearing or impaired hearing deprives the child of auditory clues. Combined deprivation in these areas denies a handicapped child the knowledge of daily life activities. He must be taught the need for such activities and skills. The handicapped child, therefore, must also be shown tactually how to acquire self-care skills. The tasks must be broken down into small steps and built upon as the child progresses.

Self-care Skills

Dressing   Sequential Goals:

1. Child will assist in dressing, i.e., child will extend arms and legs, child will complete a movement started by teacher, child will remove a sock once it is pulled down over heel by the teacher or aide.

2. Child will take off a few articles of clothing - shoes, socks, hat or mittens.

3. Child will put on simple articles of clothing - socks, coat.

4. Child will help with fastenings - buttons, zippers.

5. Child will dress self independently when clothes are placed before him.

6. Child will take off coat and hang it up upon arrival at school and put it on when school is out.

Dressing   Materials:

1. Montessori Boards: Buttons
   Zipper
   Lacing
   Snaps

2. Vests which a child can put on and which are fastened with large buttons, zippers, buckles or snaps.

3. Large dolls for dressing and undressing.

4. Individual "cubbies" (coat spaces) are provided for each child, with his name placed at the top. Upon arrival at school, the child is required to take off his coat and hang it in his cubby.

Self-care Skills

Dressing Materials: (con't.)

At the end of the day, he is required to put on his coat.

The teachers are consistent in their expectations of the students. Preparing to go home has a specific time on the day's schedule and the children are not rushed to put on their coats; however, they are not allowed to leave until they have completed the task. The same is true for any dressing skills necessary. A specific time is scheduled for the task and completion of the task is required. Allowances are made for those children who are not totally independent in dressing. They are expected to perform only at their ability level.

Eating Skills

Independence in eating skills must also be attained in a sequential manner for many children. Some children resist independence and demand help for such things as putting food on the spoon. Assistance must be withdrawn gradually as at times children would choose not to eat rather than to do it without assistance. Beginning by guiding the child's hand with the teacher's hand to the food, contact may be decreased by holding the child's wrist, then putting pressure on the forearm, touching the elbow, and finally completely removing physical contact.

Day Classes (Con't.)

Eating Skills

Developing eating or self-feeding skills strikes at a number of areas of basic needs for all children. The need for nourishment, for well being of the body and of the mind, for comfort and strength. The need which may be reflected in the parent, or even the teacher, for the child to be more "socially acceptable", to be able to take him places without fear of embarrassment. This is not an unlikely need to find in a parent, or sister or brother. Some children have never learned to chew. They subsist on foods like grits, mashed potatoes, and mushy things which can be mouthed and swallowed without chewing. The mechanics of eating may be stimulated by placement of small bits of cracker between the molars, or a dab of peanut butter between the teeth, or on the lip to stimulate licking and sucking with the tongue. Eventually the activity of chewing can be encouraged by moving the chin gently up and down so the child knows what it feels like to chew.

If the children can be introduced gradually to foods with different textures, applesauce, jello, bits of apple, cheese, cookie, pudding, foods with lumps, and then finely cut meat and vegetables. Good nutrition should always be a consideration in the teacher's mind. A balance of protein, carbohydrates and fats is needed for every child. The dietition has been very helpful to us in planning balanced meals for children who are diabetic, hypoglycaemic, or who are unusually fat or thin. Finger feeding may be the first form of self feeding, but the spoon should be substituted soon after.

A "Tommie Tippee" cup is a good way to introduce a child to drinking if he has been accustomed to drinking from a bottle. Once the child has mastered the art of drinking from a cup or glass, he can be guided to pick up the cup, guide it to his mouth, and replace it on the table or tray. The children are expected to eventually sit at the lunch table and complete the meal, much as any other pre-primary class of children would, without the assistance of hovering teachers. Children with low vision or no vision must be taught to use their fingers for finding specific foods and ascertaining that food is on the spoon. Here again, it is sometimes found that children will go hungry rather than to eat independently. Some blind children are appalled at the feel of food. They don't like to dirty their fingers. The teacher may have to guide them through the spoon to mouth process for every bite, even though it is easier to fill the spoon and feed him. A bite of a favorite food alternated with a not-so-favorite which may be very nutritious, is one way of introducing a different food. Many children who have poorly refined eating skills may suddenly develop very good skills and table manners just because the teacher expected and required it. It may not have been required in the past.

Toileting

While it is preferable that the child be toilet trained before entering this class, many are accepted who are not completely independent. We find some children who are "not toilet trained" at four years old who require only firm encouragement to change their ways to show that they not only are toilet trained but can be completely independent in the bathroom. "Accidents" may be eliminated with some children through scheduling, as they adapt themselves eventually to the classroom toileting schedule, but they do not make any attempt to let it be known that they need to go. The most difficult child to toilet train is the child who feels no discomfort when soiled, makes no indication of needing to go, and seems to consciously avoid the "success" experience in the bathroom. The answers are different for every child, and only suggestions can be supplied in this section. The obvious suggestions are to have toilet facilities readily available for frequent visits, teaching the association between the function and the facility, and catching the child at the right time, establishing the child's schedule to move toward fewer accidents and more successes in the bathroom. For children who are old enough and big enough to use big toilets, we prefer that they use those "just like the other children", however, some children may be tense and fearful, and potty seats that fit on these toilets make things just the right size, give them something to hold onto, and allow them to relax (which is essential). The "warm water" trick has been used with some success in order to encourage that first big moment in the bathroom, however, you know you've lost when the child hands you the cup to go get the water. Showing exaggerated signs of "disgust" and drawing the child's attention to soiling may also help, Freud notwithstanding. It should be mentioned that there is nothing so true as "the child will do it when he is ready." There is nothing so frustrating as a child who knows she's had an accident, makes appropriate facial expressions, starts for the bathroom, goes through the entire bathroom routine (including toilet paper), helps you change her pants, yet avoids to an extreme doing the right thing in the right place. This child has control of the situation and will allow herself to be toilet trained when she's ready.

Day Classes (Con't.)

Curriculum - Pre-Primary (con't.)

Socialization

Helping students become more socially aware constitutes a large part of the pre-primary class instruction.

Activities are designed to promote self-identification/self-concept, recognition and association with other children and adults and group participation.

Recognition and Association with Other Children and Adults

The multi-handicapped child tends to create a limited environment for himself and also limits his association to those who supply his needs, be they physical or emotional. This is certainly understandable. His sensory and physical impairments alone contribute greatly to this problem. The teacher takes mother's place at school and becomes the child's source of security and protection.

We can accept and understand these behaviors; however, if we are to help these children grow as individuals, we must draw them out of their limited worlds and guide them into reality. The teacher and assistant may be able

Recognition and Association with Other Children and Adults (con't.)

to "do wonders" with a child both behaviorally and educationally, but if the child is unable to transfer this success to others around him, the work has been futile.

The most effective procedure for enlarging a child's social environment is one in which the child is allowed a limited one, until he feels secure and happy, and then he is moved slowly away from the limited environment into a larger, more realistic one.

This is accomplished at the Georgia Center for the Multi-Handicapped by the following procedure:

1. The child receives individual attention from adults.
2. The child is placed in a small group with the same adult as teacher and with a teacher assistant present.
3. The child is gradually moved into an activity with the teacher assistant.
4. The child is subsequently moved into his own desk with both

Recognition and Association with Other Children and Adults (con't.)

teacher and assistant in the classroom, but located at a distance from the child's desk.

The same procedure is used in introducing new adults and students.

Some children move along easily; others are hesitant and experience set-backs; others rebel mightily and have to be literally forced toward independence.

Group Participation

Another important, but difficult, acquisition for multi-handicapped children is group behavior. The many types of handicaps plus the varying degrees of handicaps require special planning for group participation and work; however, it can be and should be done. Activities should be designed in which all may participate even though differently.

A sample activity could be as simple as saying "hi" or "Good Morning" to a puppet.

Day Classes (Con't.)

Group Participation (con't.)

Group Participants:		Required Responses:
Blind Child	Tactual introduction	Verbal response
Deaf/Blind Child	" "	Waving of hand
Non-verbal Child		Sign for Hi or wave
Verbal Child		Verbal response
Emotionally disturbed Child		Eye contact

Two of the most difficult behaviors to maintain in such a group are taking turns and in-seat behavior. This can be controlled most effectively by keeping the time between turns at a minimum and by switching activities to maintain attention.

Pre-Readiness Skills

Visual, auditory and communication training are begun with the children in the pre-primary class. Each child is given the kind of help he needs and is taken as far as he can go. Progress reports are prepared and sent to the parents each quarter. (See Appendix for Progress Report and Explanation)

Pre-Readiness Skills (con't.)

In looking at a class profile for a pre-primary class, one may find a scatter of ages, developmental levels, disabilities, and degrees of disability. Frequently the children referred to this class will have had no previous educational experience other than time spent in evaluation by the Center. There is also the problem of lack of early or sufficient stimulation in the home in many cases. The strengths of these children have not been developed and their weaknesses have only recently been determined. The teacher's role is expanded to include diagnostician and evaluator. She must begin by observing each child's response to every type of stimulus, how the child handles and responds to objects and toys, response to noise and speech, response to other people, response to visual stimulation, response to physical contact from others and tactual stimulation, general behavior, etc. Many young multi-handicapped children have not learned to use the senses that are intact, nor the residual functional senses efficiently. As hearing and vision are major channels for information input, these children must develop what functional vision or hearing they have to the maximum to bring them closer to the "outside" world. Language becomes infinitely more meaningful when some vision and hearing contribute to its development.

Pre-Readiness Skills (con't.)

The first step that must be taken before any activities can serve their purpose is to set up an extremely structured environment. The children's behavior can interfere greatly with the learning process, and the teacher must provide the external contacts before the children will begin controlling their own behavior. Behavior will be the first topic discussed in order to "set the stage" for specific activities.

Dealing with Behavior

In the event there are children in the class who are hyperactive or children who are not accustomed to having limits placed on them, the first problem will be keeping the children in one place for longer than "two minutes." The most successful method the teachers at the Center have found was to structure every activity including play time. For "school" work the children are seated at a table together (assuming a small class), and each child must wait his turn to perform. The teacher is the "reinforcement center" - depending upon the child, appropriate rewards are given for a desired response whether it be an attempted response or a correct response. Food rewards proved to be highly motivating when coupled with the verbal praise and clapping of the teacher.

Dealing With Behavior (con't.)

Within three days of the introduction of this set-up, the children in one class went from bouncing off four walls to sitting quietly and calmly, waiting their turns, for over an hour. It should be mentioned one should not expect this change so suddenly. Keeping the children in one place for that length of time is not always recommended, but in this case, the teacher kept them there for as long as they could tolerate it - they learned to control themselves.

Different areas of the classroom are designated for specific activities. The children go to one area for music and are allowed to play in one area. They do not play in the areas set aside for working.

The daily schedule is equally as structured and does not change from day to day. Every major change in activity occurs in the same sequence. This helps the children establish order in the day, and many children find security in this order.

Giving rewards, personal attention and affection, and discipline must be consistent. In this manner the children learn to expect what the result

Dealing With Behavior (con't.)

will be for any given behavior. This is where learning to control themselves really begins - they start to make choices.

The most effective type of reward and punishment must be determined for each child. Motivation for learning and behaving must be developed. If the teacher finds the right balance of rewarding, punishing, and showing love, she can help the child move from being oriented to what the teacher wants, to taking pride in what they do themselves. Pleasing the teacher and feeling pride or simple pleasure in doing so is the first step.

There are often behaviors which interfere in the performance of activities - fumbling, extraneous motions, doing what he wants to do instead of what is required. From the beginning the teacher does not allow these behaviors. The first understanding that is developed is that the teacher is in control. Every movement is to be purposeful; extraneous activity if extinguished. The reason for this is, in the beginning, every activity during the day is a testing ground for how much the teacher will put up with, what is allowed and what isn't allowed , and how much the child finds he can get away with. It is very easy for the teacher to be fooled into thinking a child is incapable of performing at a

Dealing With Behavior (con't.)

certain level, and often children will take advantage of this fact. Somehow it seems to hold true that if a teacher expects and demands more of a child, he will live up to the expectations. The sooner a definite pattern for responding is set, the easier it is for the teacher to evaluate and interpret the responses as to whether they are deliberate or by chance, whether the child understands the task or has learned a rote response. For some children learning the method of response is a task in itself, and, for group work particularly, the method of response should be as similar as possible for all children in order that the child receive repeated exposure even when it is not his turn. These children may be extremely manipulative - they have "mama" well trained and expect to do the same with the teacher. The teacher has to guard against being manipulated without her knowledge. Once child and teacher understand each other, behavior management can take the back seat; the working relationship can be extremely good and the informal relationship has added qualities - respect, security and closeness.

Dealing With Behavior (con't.)

At times it seems as though the children understand they've been pushed hard, yet they know they need it. After the understanding between the teacher and child has been reached, the teacher can relax the structure - vary the schedule, remove "boundary lines" in the classroom, give the children leeway in their behavior, let the children move and discover on their own. This is the first of the previous labors. The limits are already there, the children have adapted to structure. It is easier for most children to develop flexibility than it is to adapt to strict structure and accept it. However, there are some children who center their lives around structure, and the least bit of change can cause a great deal of distress. These children must learn to tolerate change; therefore, it is good to introduce variety, deviation from the normal routine to make them less dependent on structure for the organization of their lives.

From the beginning, the teacher's informal relationship with the children is an integral part of the classroom experience. Playing with the children on their level can mean a great deal to them. It is the teacher's opportunity to show she

Dealing with Behavior (con't.)

can relax in her role, entertain them, and given them pleasure. Rolling around on the floor with them, picking them up, tossing them around, playing "horsie", riding "piggyback", teasing games, etc. are good ways to relate to many of these children. The physical contact can make a difference to a child, and most young children love these kinds of activities. This type of relationship with a child can really help let him know you love him - whether he was "bad" or "good" that day.

Dealing with Personality Problems

Many children exhibit personality problems that require individualized and concentrated help from the teacher before formal learning can take place. Following are the stories of two such children:

On Becoming a Person

Some children we have had contact with, particularly some with severe visual impairments, have a rather unique "personality" problem. It impedes communication and learning as well as social development. One child entered our day class at six years of age with a severe vision impairment and

On Becoming a Person (con't.)

exhibited severe echolalia. She imitated everything that was said to her, around her and also sounds about the room. There was no comprehension displayed, she was merely parroting sound. Her receptive language comprehension consisted of her name, "no", "sit down", "stand up", "come here", and "good girl". Her hearing was normal and her auditory discrimination was excellent; however, she had no concept of auditory figure-ground relationships. She imitated the hospital intercom, sneezes, teacher across the room talking to another child, etc. She had no spontaneous self-initiated expressive languag It seemed an impossible problem for the teacher to overcome and was extremely frustrating to deal with, but we did manage to break through. Every day for twenty minutes, for almost two months, we worked on the same activity. I hel a ball and asked "What is this?", to which Ressie replied "What is this?". Then "This is a ball" with the same imitative response. To further ingrain t pattern, I asked the question and gave the answer with no pause for her to re ply, so that she imitated the whole thing. The monotony and the patterning d the trick; finally I asked "What is this? This is a ____.", and she, withou

On Becoming a Person (con't.)

hesitation, supplied "ball" - her first spontaneous, non-imitative word.... From that day on, we were able to teach her language that she would use appropriately - first through labeling, then answering questions. It was necessary for us to supply the language for her the first time, but from then on it was hers. For another year, she still non-meaningfully imitated language that was unfamiliar to her and did not pick up new language by listening to what was going on around her. We had to teach her everything she said. She "tuned out" language for meaningful purposes unless she was specifically addressed. We worked around this by asking her questions or giving her directions without calling her name but touching her to get her attention, and she eventually began tuning in all the time without any physical contact. We also began to notice she was using language patterns and words that we had not supplied for her, indicating she was beginning to draw information out of her environment - it no longer had to be brought to her. Ressie became a PERSON, she has her own sense of humor, she's involved in the world, she initiates contact with others and conversations, she is aggressive rather then passive, she doesn't wait to be acted upon, she

On Becoming a Person (con't.)

stands up for herself, she likes herself and is proud of herself, she is motivated and she is a happy child. The day she said her "first word" the barriers came down, we were able to bring her out.

I had much the same experience with another child who is totally blind. Stephanie was extremely passive and her expressive language consisted only of imitation whether a past conversation she overheard her mother having or something that was being said to her at the time. Her receptive language was very good, she could follow instructions for activities, go where she was told, pick out named objects, etc. Stephanie and I had many a "stand-off" to see who could hold out the longest when we pushed for expressive language. We were able to get her to complete sentences and eventually answer questions without directly imitating. However, the first language we got was repeating what someone would say to her - not the first person response. For example, we asked "What do you want?", and she responded with "You want a cookie" with the inflection of a question. We accepted this for a while with great enthusiasm and praise for her attempts at expressive language. Once we were having no

On Becoming a Person (con't.)

trouble eliciting the responses, we began supplying and demanding the correct pronouns and language patterns. She learned the proper usage of the pronouns and every once in a while needs to be reminded - "say it right" or "tie whose shoe?" We have to cue Stephanie sometimes with "say it" or "tell me" or "we're going to the ________" to elicit the language, but the barriers have come down a great deal. She will still not carry on a "conversation" with someone, but she will make spontaneous comments about a situation or ask for things she wants and mostly responds to questions. She can be sarcastic or witty and as we were able to elicit more and more language from her, we realized that she has an exceptional store of receptive language. I have no explanation for these problems but once we found a way to help these kids open up, we saw personalities emerge. The desire to communicate and keep on communicating seems to be very much related to self-image. I don't know whether communication or better self-image comes first, but once the ball starts rolling, they grow together.

Dealing with Personality Problems (con't.)

Non-Relating Children

Some of our children exhibit some almost autistic characteristics - particularly in relation to other people and personal contact. I have worked with two children in particular who avoided contact with people. One child was six years old with behavior problems, emotional problems, no form of communication, and no desire to relate to people unless he could manipulate to get something he wanted. He avoided eye contact at all costs and resisted physical contact in the form of affectionate pats, etc. He did not seek comfort from the adults around the Center, but at times would be aggresive with people to hurt them - pinching, kicking, etc. Although it may sound strange we developed a rapport with this child through several avenues including strict, consistent discipline. This seemed to provide a security for nim, and he became receptive to "overtures of friendship." We almost forced physical contact on him, catching him by surprise to swing him around or hug him or tickle him, trying to catch his eye and show our pleasure with him. After the first time, we established and maintained eye contact with him, it became easier and easier. He began to trust us, depend on us to come through, come to us for comfort, desire our praise and

Non-Relating Children (con't.)

affection and seek it out, communicate with us, etc. After a year, he was going to any lengths to get eye contact with us.

The other child with whom I have had this problem was not quite three years old. She had measles encephalitis at fifteen months with subsequent brain damage. She acted like a deaf child although her hearing was normal. Her visual perception was very poor. She had no speech and didn't respond to speech. She was functioning at a level between six months and eight months and she had no desire for people contact. She also avoided eye contact, resisted being held or hugged or played with, and avoided crossing paths with people. A film I saw about autistic children had a segment about "intrusion time" where the therapist forced himself on the child and forced the child to relate to him in some manner. We "intruded" on Sally constantly. We talked to her, called her name, picked her up to play physically with her, held her when she was too tired to resist, rocked her to sleep, sang to her as well as disciplined her. We responded pleasurably any time she inadvertently made eye contact. We touched her at every opportunity in some pleasurable way. She learned to expect to enjoy her contact with people,

Non-Relating Children (con't.)

anticipate and initiate favorite games. She responds to her name, at times turning to look at whoever is talking to her. She initiates eye contact and maintains it. She smiles at people. She even comes up to people and holds up her hands to be picked up and played with. She will come back for more and more contact. The ultimate compliment from Sally is to have your face patted and get a lips-parted lick for a kiss, then you know "you did good". She likes to know people are there and checks periodically to make sure she's not alone, and she wants your attention. She does not like to be ignored when she is angry.

"Relating" seems to begin when these children are sure of where they stand. I maintain that a large part of it is the consistency the teacher exhibits. They know what to expect in almost any circumstance whether it be punishment or affection. They seem to welcome limits placed on them which is not to say they don't ever try the limits, but there is a great deal of security in knowing what is going to happen. Knowing who's the boss and who's in control makes a big difference - then we can get down to business. They are developing self-control which aids self-esteem. They also see who is the mediator in child-to-child

Non-Relating Children (con't.)

strife, who is the protector, the comforter, who knows just the right spot for the greatest tickle you ever had, who's going to pick you up and play the game you like, who gets so excited when you go to the bathroom in the bathroom, who claps so hard and grins when you get it right, and who shows you the right way when you do it wrong. With children like these, it's the teacher's responsibility to keep knocking on the door until the child says "Come in". They've made it all along without really getting involved with people, and until getting involved looks better to them then staying uninvolved, they're going to stay away. We have to make people seem inviting, and we have to make relating to people rewarding.

Curriculum - Primary Class

The goals of the primary class include exposure to the routine of a regular classroom; the acquisition of behaviors required for group work, individual work and independent work, the development of readiness skills such as those begun in the pre-primary class, and the study of academic subjects.

Physical Structure of Classroom

The primary class is housed in a large school room and is sectioned so as to allow five functional stations:

1. Teacher's desk and supply shelves

2 and 3. Group stations (large semi-circular tables and chairs)

4. Independent work area (individual desks for students)

5. Free time area (table with books and objects for free time use)

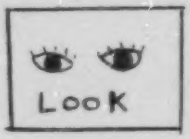
There is a bathroom adjacent to the classroom, and a sink within the classroom. Lunches are served in the school cafeteria, with all programs participating.

Educational Structure

The multi-handicapped child is definitely aided by a structured environment, and because of this, the first class room experience should be a structured one. The primary class has a definite schedule, which is followed closely.

Behavior limits are set and consistent discipline is maintained. There are three classroom rules for this class - Look, Listen, and Sit in your chair. These rules are posted on the classroom wall and are presented both in written words and pictures.

Example:



The students are required to adhere to these rules as and when they apply.

Behavior modification tactics are constantly used in the primary class.The teacher implemented and followed through with a systematic behavior modification program with three of her students. The study proved to be most helpful and pointed up the value and applicability of behavior modification with multi-handicapped children. She also found that even though it is effective, those administering it should be thoroughly familiar with the subjects to be involved, Educational Structure (con't.)

their handicaps and needs, and most of all should be aware of the dangers of randomly applying such tactics with this type child.

Curriculum Areas

Training for the primary class covers the following basic areas:

1. Social Maturity
2. Personal Health Habits
3. Work and Study Habits
4. Language Development
5. Motor Skills

A quarterly "report card" is sent home with each child. It is basically an outline of our training areas and curriculum. A copy is included in the Appendix together with an explanation of the items thereon. The explanatory sheet accompanying the "report card" is sent home for the parents' information and guide for home follow-up.

Curriculum Area - Social Maturity

1. Gets along with others

By the time the children reach the primary class, they have been trained in self-awareness and environmental awareness; however, being cognizant of others is a far cry from getting along with others. Particular attention is paid to the maintenance of individuality as training takes place in this area. It is not desirable to squelch this in any way. One of the greatest and most beneficial attributes for a multi-handicapped child is personal knowledge of himself as a person and his acceptance for "What he is". The most efficient way found to teach the children to get along with others was to present each child as an individual and to subtly point out his strengths and weaknesses to his classmates. This invited understanding and acceptance on the children's part.

Example: Eric had the poorest vision of all the students. He was allowed to leave his seat often to look at what was going on. This, of course, was a complete violation of one of the classroom rules. Without an explanation and/or acceptance of this, the other children would have felt he was privileged, Gets along with others (con't.)

favored, or a naughty boy. When they were taught that Eric needed to do this in order to participate, they accepted it and continued to obey the rules themselves. On many occasions thereafter, they would take it upon themselves to see that Eric had the opportunity to look closer at things.

Following this same line of training, the children came to genuinely love each other and were helpful and protective of each other. They did not become little angels by any means. They had their moments of disagreement and competitions. These episodes were expected and promoted by the staff. We were delighted to see them normally obnoxious at the right times.

The children were able to transfer their training in this area to dealing with children outside the classroom. The students were able to appropriately participate in extra-curricular activities with other children in the school.

2. Is developing responsibility

A chart is prepared assigning specific duties to each student and is periodically changed for shifting of duties. The chart is presented pictorially and with written words. The jobs are kept simple, yet interesting. Such duties as

2. Is developing responsibility (con't.)

taking the lunch count to the office, handing out work folders, setting the table, putting out mats for rest time, putting chairs under the tables and cutting the lights on and off are used.

As is true of many mothers and other adults, the teachers too, often feel it would be much easier to do these things for the children, but purpose must prevail and the children must be required to perform these tasks.

3. Performs self-care activities independently

The students are required to take off their coats and hang them up; put on their coats; wash and dry their hands, and attend to their toileting needs.

The staff does not aid the children in any way with their self-care activities. They go to the bathroom unattended. They must always ask to go and receive permission. Of course, there are exceptions here also. One child simply could not make her needs known manually or verbally and one day got up and left the room "at full speed". The teacher followed and on finding out she was headed for the bathroom, praised the child and sent her on her

4

3. Performs self-care activities (con't.)

way "quickly". Thereafter, when this child needed to go, she felt free to leave the room. She has never misused this privilege, and work continues on the gaining of a sign for bathroom.

It is such a delight to stress the acquisition of normalcy (behaviorally) for multi-handicapped children and it was amusingly appreciated when several of the students realized that you could get out of school work by overstaying the required time for toileting. The teacher thoroughly enjoyed the reprimand of "________, you get back to school. It couldn't possibly take that long to go to the bathroom!! " It was terribly difficult to keep a stern face while thinking -- you beautiful, normal behaving child!

4. Respects the rights of others

In this area the students are taught to respect and appreciate "taking turns" and "individual work". It is difficult for them to sit and wait patiently when another child is slow in responding; however, this behavior is one they need very much to acquire. This is usually the behavior that has caused temper tantrums and other inappropriate attention seeking behavior in the past; and they must learn

4. Respects the rights of others (con't.)

that this will no longer be tolerated.

Initially it is helpful to keep the turns and individual work at as short a time interval as possible. Occasionally when you see a child's behavior begin deteriorating during a group session, it is helpful to include him by saying, "Can you help Johnny?" or "Isn't Johnny doing well today, Jim?"

When individual work is necessary the students must understand they are not being deprived of the teacher's attention, but that they too will receive individual work later.

5. Shows respect for authority

This area is very important for a multi-handicapped child and yet it can and often does become a stumbling block later.

As a multi-handicapped child must be led and directed through the learning processes, he naturally comes to respect and love the one who deals with him constantly, i.e., his teacher. If the teacher does her job well, she gives him a sense of security and comfort. She does this by her presence; by letting the child know she loves him for what he is; by giving him behavior limits; and by

5. Shows respect for authority (con't.)

helping him gain some order and purpose for his life. If she does this, she will gain his respect and attention.

This love and devotion to his benefactor, the teacher, can later be detrimental if the child is unable to transfer this respect to other persons of authority.

Example: The teacher has been with the children for one school year. She has their respect and love. At the beginning of the second school year, a new assistant appears on the scene. She is an easy target for student manipulation and lack of respect. How does she gain it? Time, itself, will bring some, but the teacher can quicken this by her behavior. She can praise the assistant in the children's presence. She can sit in on group sessions led by the assistant and respond to the leadership of the assistant just as she wishes the children to respond. She can slowly let the assistant take over in certain situations. If she sees a child blatantly display lack of respect she can correct the child by saying, "I don't like it when you don't listen to Miss X. When she tells you to do something, you do it or I'll be angry with you."

5. Shows respect for authority (con't.)

It has been found that a multi-handicapped child (as well as non-handicapped children) will respond to authority more readily if the person in that position is firm and consistent with the children, yet tempers such authority with love and understanding.

6. Cares for personal property
Cares for property of others

Students in the primary class are required to take care of their personal belongings. They are given a "cubby" for storing their property.

Show and Tell is a good activity to promote the behavior of caring for property. When a child brings an object for Show and Tell the teacher should emphasize that "Tommy brought a surprise. He brought a car." As the car is passed from one child to another, the teacher should reprimand anyone who mishandles the car by saying, "Don't be too rough, Jimmy. That's Tommy's car and you mustn't break it." After the activity is over, return the toy to the owner and say, "Thank you for bringing your car, please put it in your cubby until recess time."

6. Cares for personal property
Cares for property of others (con't.)

The teacher recalls the behavior of two particular children in this area. One was an only child who had many toys and material possessions; the other was a child from a home of poverty and discord who had little, if any, toys or material possessions. The reactions of these two children to "property of others" were quite different but at the same time showed a similar intent on their part - that of acquiring the toy (Show and Tell) for himself.

The privileged child, when presented an object that he liked and wanted, felt all he had to do was sign "Mine" and he could have the toy. The deprived child definitely knew it wasn't his, and if the desire was too great, he would attempt to hide the toy and later slip it in his pocket. Both children needed help in correcting their behavior. The privileged child was reprimanded by saying, "No, it is not yours, it is John's. You cannot have it - it's John's. Please give it to John. You have one like that, don't you? Yes, you and John have cars that are alike. Isn't that nice? Maybe you will bring your car tomorrow."

The deprived child was helped by letting him know that the teacher knew what

6. Cares for personal property
Cares for property of others (con't.)

he was doing. It was handled by saying, "Where is John's car, Joe. You had it last. I know where it is, Joe is playing a game with us. He's hiding it in his pocket. Give it to me, you silly boy. Do you like John's car? I have one in the drawer that you can have, then you and John can play together with your cars." This enabled Joe to correct his behavior without embarrassment, y he learned the teacher knew what he was doing. Both children gained in their respect for property of others.

7. Is courteous to others

Several of the students in the current primary class have been with the same teacher for two years and were members of the first day class established by the Center. Because the day class was the first of its kind in our area, it received much attention and attracted many visitors; consequently the students were often "in a fish bowl". The staff felt that participation with the visito was beneficial to the children and the visitors. As a consequence they literal became "little hams". The teacher took this opportunity to teach a few of the

7. Is courteous to others (con't.)

social graces. The children were given signs for the visitors' names and all said "hello" to them. They were taught to be friendly, to welcome the visitors, to offer them a chair and to say "goodbye" when they left.

Two incidents come to mind that point up the children's progress in this area. One child seemed to have a knack for seating people, so he became our official "seater". Once a speech therapist came to the classroom to talk with the teacher and had only a few minutes to stay. Our "seater" promptly provided a chair and she declined. Well, he wouldn't take "no" for an answer. He insisted she sit and relish the courtesy he was showing. Subsequently, he has been taught to accept such declinations.

The other incident involves a large number of visitors from Washington, D.C. The Director of our program had requested the children be allowed to physically interact with them. The teacher explained to the class that many people were coming to see them and let them arrange chairs for them. When the visitors arrived, the teacher allowed the students to leave the group session and "do their thing". "Their thing" consisted of hugging, kissing, touching moustaches, mussing hair,

7. Is courteous to others (Con't.)

pointing out bald heads, asking of names, etc. Upon leaving, the Director kiddingly commented that - just maybe - the teacher had overdone socialization training. The visitors definitely knew they had received interaction - most of it, tactual.

8. Displays desirable table manners

Most teachers of multi-handicapped children will probably be content to have their students simply acquire self-feeding skills and to learn to eat a balanced diet of protein, vegetables, milk and carbohydrates; however, there are those who will reach this stage and go beyond. Such is the case of the primary students. Units on food help to introduce unfamiliar foods and the nutritional needs for good health. Table manners such as use of the napkin, chewing with mouth closed and using utensils instead of fingers (except for finger foods) are taught and expected from the students. They also learn to set the table and help clear the tables. If they want more food, they must sign their desire.

Mealtime can be a great language training session. Learning the names of foods, asking for more and categorizing foods are a few activities that afford language training at mealtime.

Curriculum Area - Personal Health Habits

In this area, the students are taught to keep themselves clean (within reason), to eat most of their food, and rest at rest time. Often, the staff will notice a child appears unusually tired and follows up with a note to the mother asking if he is getting enough sleep at night. It is important for the staff and parents to keep each other informed of a child's well being. These children must be observed closely for indications of illness as they often are unable to relay their physical feelings to those who do not understand manual signs. Words such as sick, hurt, and sleepy are among the first taught just for this purpose.

This year one little guy broke his leg. What a learning experience this proved to be. The children followed his convalescence with delight. They had to show every visitor his cast. When it was removed they dramatized the cutting away of the cast. This was the "biggest hurt" they had witnessed.

Just a word about two other items here: Keeps clean. It is important for these children to tactually explore such things as paints, dirt, clay, water, etc. Do not deny this tactual learning just for the sake of "clean little children." Let them participate fully!! After all, what classroom is worth its salt if it doesn't have a carpet blotched with spilled paint or a desk with crayon or magic marker personalization? If "Mama" complains, recommend a magic detergent. Eats food. The point here is that all children do not like all foods. Allow the child "likes and dislikes" with food. A good role is to have a child taste one bite of everything on his plate. Nutritionists tell us that a well balanced diet offers nourishment to the body, and increases strength and may have an important influenge on mental ability.

Curriculum Area - Work and Study Habits

1. Follows directions

The task of following directions is quite involved for multi-handicapped

Curriculum Area - Work and Study Habits (con't.)

children. The ability to do so requires previous training and success in many areas:

1. Use of vision, hearing, touch
2. Attention span
3. Receptive language
4. Memory
5. Motor ability

Perhaps this is a good time to talk about task analysis and its importance in working with handicapped children. Many children are unable to immediately grasp and follow through on stated or demonstrated tasks and many teachers fail to take into consideration all the elements that make up a task. If one is to teach handicapped children effectively, one must be able to take a simple task and reduce it to small segments of learning.

Let's take the ability to follow directions and look at it analytically. What are you asking of a child when you give him directions? Firstly, the child must be able to see, hear, or feel your issuance. The message must be relayed by way of his best modality for receiving information. Secondly, the child must have an attention span adequate to allow complete reception of the direction. Thirdly, he must be able to retain (by memory) the message. Fourthly, he must be able to internalize the message, must have had experiences to give it meaning, must be able to mentally come up with the correct response and lastly, he must have the physical ability to carry out the direction.

Multi-handicapped children can be and often are deficient in many of the steps involved in a task, therefore, we cannot expect a correct response until we have taught the child the elements of a task.

In the primary class all tasks are taught sequentially, i.e., all activities required of the child are reduced by task analysis into sequential steps of learning. The child is started at the step at which he is successful and carried through each stage until he is able to complete the task. For instance, the child could initially be given the command to "stand up." The direction would be given by manual sign, orally, and/or tactually according to the child's needs. The command is demonstrated and acted out by the teacher, the child is taught to act out the command both with objects and with his own body. After the child forms a concept of "stand up" he is required to respond only to the command (no help). The command is then broadened to "stand up and come here" and progressively enlarged as the child's ability allows. Subsequently, the directions can be presented pictorially and then in written form, after the child has knowledge of words.

Task Analysis helps the teacher pinpoint that portion of a task at which the child is failing. Instead of saying "This child cannot follow directions" she is able to say "This child has not formed a concept for stand-up and consequently is unable to follow that command" or the child's attention span is not adequate for the reception of the command or the child is unable to remember the command long enough to follow through or the child is not receiving the message or is unable to physically respond.

Curriculum Area - Work and Study Habits (con't.)

This evaluation is much more accurate than the general statement - cannot follow directions - and also gives the child credit for those steps at which he is successful.

Teachers of multi-handicapped children must look for these small steps of progress and not "overnight successes." They must not be discouraged, but rather lifted up by the bits and pieces of learning as they occur. It is helpful to record a child's progress for periods of time and from the data prepare a histogram. This will give visual proof that progress is being made.

The foregoing procedure is the type of training given under the area "Follows directions."

There are some children who, when presented with a task, jump right in without waiting for directions and do it their way. This child must be trained to wait and to follow the teacher's directions.

Curriculum Area - Work and Study Habits (con't.)

2. Completes tasks

It is a strict rule, consistently followed, that any task started by a child *must be completed*. If the child needs help - he is helped until the task is completed. During free time, if a child starts a puzzle, he must complete it. During seat work a child is required to complete each page of work. This is a behavior that must be acquired before academic teaching is begun.

3. Works with reasonable independence

This is another area which seems to represent a fairly easily acquired skill *but* with multi-handicapped children this skill comes slowly and often with much difficulty. You will recall that earlier, in the section describing the Pre-primary class, it was pointed out that the children were moved progressively from the one-to-one situation into a larger social environment. This is the same method that is employed in teaching the students to be independent in their work. You may wonder at this point just what sort of independent work is required of a multi-handicapped child. The answer is the same type of independent work required of a first grader, i.e., completing tasks

3. Works with reasonable independence (con't.)

independently such as seat work. This will be specifically covered later.

But back to the method used in developing independent work skills. The children are introduced to an activity within a group, such as coloring. The teacher or assistant is present at all times, helping with the task. Subsequently individual desks are placed close to the group station and the children sit in the desks which have been labeled (with children's names). The teacher walks among the desks helping each child. Later, the desks are moved farther away from the group station and the teacher sits to one side. It is at this stage you conclude that you have embarked on a trip toward a goal that will never be reached! Up until this time the children have had the teacher's attention to their efforts. NOW, here she is out of reach and sitting oh so very quietly. The students seem unable to bear this and are constantly up and down, running to the teacher for approval of their work. The best advice here is "Hang in there". Return the children to their seats each and every time. At the end of the session (keep it short) let each child come to the teacher and have his work corrected, admired displayed, and otherwise approved. After they realize that this is going to take

3. Works with reasonable independence (con't.)

place at the end of the session, things do improve!! If they start to get out of their seats sign "No, no, sit down - we will look at the papers later."

Gradually, the desks were moved to the opposite side of the classroom and at the time of this writing, the teacher takes her morning break during this period. The assistant remains in charge. Also, at this time, the children are asked,"What time is it?" and they respond, "It's time to color" (actually the seatwork involves much more than coloring); however, we still use this sentence to denote time for seatwork. The children are told "Go to your desks". The child whose duty is to hand out the work folders, does so and work begins. The assistant often has to remind a student to "get busy" or "finish your work". Others may need some help which she supplies. On occasions, the teacher has been alone with the class (the assistant may be ill) and has found that she is still able to take a short break and return to find the students working well.

4. Works well as a member of the group

The ability to work as a member of the group is not to be confused with the ability to sit in a group session. Originally the goal is to simply have the

4. Works well as a member of a group(con't.)

child sit with others comfortably. Often times this is merely a gathering of bodies in one area, without interaction. This behavior must be acquired before interaction is promoted. The area we are evaluating in the Primary Class is the ability to work in a group. The children are taught to contribute to an activity, to interact with each other, to participate toward a common goal. When you initiate and promote group interaction, expect the "works". It isn't going to be all sweetness and goodness. The interaction will bring about human responses. I am reminded of one such session in which an argument broke out between two boys as to whose materials were whose. You have heard oral children "play" the game "It's mine -- no it's mine -- is -- isn't-- is -- isn't " until someone interrupts - well, these two boys were engaging in the same games but communicating with signs. The sign for "mine" is the palm placed on the chest - well, thuds were emanating from the impact of the palm placed on the chests. Here again it was a delight to see such "life" brought to an activity. No on sat passively. The other students were taking sides and trying to solve the problem. This is working well as a member of a

4. Works well as a member of the group (con't.)

group (according to our interpretation).

5. Listens attentively

This area encompasses the acquisition of such skills as attention span, knowledge of what is going on and participation. To date, most of the students in the Primary Class have been hearing impaired in varying degrees and attention is primarily given visually. When one thinks of listening or looking attentively, one visualizes a child sitting quietly with eyes directed toward the one in charge. It has been found by this teacher that listening or looking attentively as it applies to multi-handicapped children is many times deviant to this visualization. For instance, if Charlotte is being attentive, her head is turned to the side so she can utilize the vision in her good eye; if Eddie is being attentive his eyes may or may not be focused on the one in charge (nystagmus causes much of his problem): if Eric is being attentive the least disruptive appendage is in action (something has to move in his case): if Lee is being attentive his good eye is focused on the one in charge; and if Susie is being attentive, it is a miracle, as attention span is her greatest weakness. Here you see five different deviations from the usual

5. Listens attentively (con't.)

behavior associated with "listens attentively", yet I assure you all five are doing just that - yes Susie does tune in this year and has made great progress.

Language Development

This portion of the curriculum is based on the Outline for the Readiness Level by Tina Bangs in her book Language and Learning Disorders of the Pre-Academic Child - with Curriculum Guide. The outline served as just that - an outline - it had to be modified and expanded to cover the needs and avenues of learning exhibited by multi-handicapped children. The writer is also indebted to Mrs. Bangs for many activities that were usable and alterable for use with these children.

The areas in the outline will be listed together with activities that may be used for teaching in those areas. and will be included in the Activities Section to follow. Again, the activities will not necessarily be comprehensive but will be given as samples which a teacher can build on, modify or otherwise alter to meet the needs of her students.

ACTIVITIES

1. Motor Skills
2. Visual Perceptual Training Activities
3. Curriculum Activities - Pre - Primary Class
4. Curriculum Activities - Primary Class

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

Atlanta, Georgia

MOTOR SKILLS ACTIVITIES

Child's name____

BD____

Evaluation period

Evaluator____

Activity	Procedure	Comments
Balance on hands and knees	Child assumes hand and knee position on floor. 1. Raises one hand in air. Alternate hands. 2. Raises one leg in air. Alternate legs. 3. Raises right arm and leg. Alternate. 4. Knee upright. 5. Raises alternate hands and legs in air (right arm and left leg). Alternate.	
Stand on line with feet in different positions	Thin strip to serve as a line. Change position of feet in relation to each other while standing on a line. 1. Feet parallel to each other 2. Feet and heels together 3. Toes point towards each other 4. Heels point towards each other 5. Heel to toe standing	
Balance while lying on side	Underneath arm is extended above head. Other arm extends along top of body.	

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Atlanta, Georgia

Child's name____________________________

BD__________________ CA________________

Evaluation period________________________

Evaluator_______________________________

	Procedure	Comments
ees	Child assumes hand and knee position on floor. 1. Raises one hand in air. Alternate hands. 2. Raises one leg in air. Alternate legs. 3. Raises right arm and leg. Alternate. 4. Knee upright. 5. Raises alternate hands and legs in air (right arm and left leg). Alternate.	
in	Thin strip to serve as a line. Change position of feet in relation to each other while standing on a line. 1. Feet parallel to each other 2. Feet and heels together 3. Toes point towards each other 4. Heels point towards each other 5. Heel to toe standing	
side	Underneath arm is extended above head. Other arm extends along top of body.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS ACTIVITIES

Child's nam

Activity	Procedure	Comments
Walk on strip of paper and lowered balance beam	Strip of paper; lowered balance beam 1. Walk forward on paper or board 2. Walk backwards 3. Walk sideways 4. Walk forward halfway; turn around and come back	
Walk on raised balance beam	Raised balance beam 1. Walk forward on paper or board 2. Walk backwards 3. Walk sideways 4. Walk forward halfway; turn and come back 5. Catch and throw ball while walking across beam	
Stand on balance board	Balance board - square platform 16" by 16", balance posts 3" in height and 3 different sizes (3" x 4", 4" x 4", 5" x 5") Child stands on balance board 1. Start with board flat on ground 2. Put thickest balance post in middle of board and work down to smallest part. 3. Pin up visual target several feet in front of child at eye level. 4. Encourage child to rock the board in right-left and fore-aft direction.	
Jumping activities (Unilateral and bilateral)	Unilateral jumping Put feet together and jump forward one step Bilateral jumping Child stands on right foot with left foot off floor. Jump forward one step using right foot only. (Alternate.)	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

S

Child's name__________________________

	Procedure	Comments
	Strip of paper; lowered balance beam 1. Walk forward on paper or board 2. Walk backwards 3. Walk sideways 4. Walk forward halfway; turn around and come back	
beam	Raised balance beam 1. Walk forward on paper or board 2. Walk backwards 3. Walk sideways 4. Walk forward halfway; turn and come back 5. Catch and throw ball while walking across beam	
	Balance board - square platform 16" by 16", balance posts 3" in height and 3 different sizes (3" x 4", 4" x 4", 5" x 5") Child stands on balance board 1. Start with board flat on ground 2. Put thickest balance post in middle of board and work down to smallest part. 3. Pin up visual target several feet in front of child at eye level. 4. Encourage child to rock the board in right-left and fore-aft direction.	
	Unilateral jumping Put feet together and jump forward one step Bilateral jumping Child stands on right foot with left foot off floor. Jump forward one step using right foot only. (Alternate.)	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS ACTIVITIES

Child's name____

Activity	Procedure	Comm
Hopping activities (Regular alternation)	Hopping - Regular alternation Child stands with feet together. Hop on right food lifting left and vice versa. Then alternate hopping first on right food and then on left.	
Identification of body parts	Child imitates teacher touching body parts. Teacher touches her own body part and gets child to touch it. Same procedure touching child's body part and doll's. mouth ears chin neck arms elbows shoulders legs ankles toes wrists hands fingers chest stomach back hips knees feet heels	
Child touches body parts with other body parts	Child touches the following body parts with other body parts: nose to knee wrist to ankle chin to wrist fingers to shoulders chin to chest wrist to back ear to shoulder elbow to stomach hands to hips wrist to neck elbows to knees foot to leg toes to nose hands to back wrist to ear heel to heel elbow to leg toes to toes	
Imitation of movement (Unilateral, bilateral, crosslateral)	Child imitates teacher's movements. See attached sheet (Figure 1).	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS ACTIVITIES

Child's name____

Activity	Procedure	Com
Obstacle course	Child is to go through obstacle course provided. Barrel, balance beam, blocks, mats, tub, etc. Teacher sets up course and then helps direct child through. Hopefully he will learn to go through without aid. Types of obstacle courses: 1. Step over objects 2. Go under objects 3. Squeeze through narrow opening	
Angels-in-the-snow (Imitation)	Movement of body parts individually and/or in combination. Direct child to lie on his back on the floor. First demonstrate movement and ask for imitation. 1. Move right arm out and back, repeat with left arm. 2. Move right leg out and back, repeat with left leg. 3. Move both arms out and back. 4. Move both legs out and back. 5. Move right arm and right leg out and back. 6. Move left arm and left leg out and back. 7. Repeat combinations of 5 and 6.	
Angels-in-the-snow	Movement of body parts individually and/or in combination. Direct child to lie on his back on floor - touch the body parts of the child you want to move. Repeat by pointing to body parts of child.	
Stepping stones (control of legs and trunk)	Walking on rubber feet Place rubber feet in a pattern around the room. Make each step to be taken a different length. Direct child to follow the pattern not skipping a step or backing up. The shoes of the child may be color coded with the rubber feet.	

MOTOR SKILLS ACTIVITIES

Child's name____

Activity	Procedure	Comme
Stunts and games	Duck walk Direct the child to place his hands on his knees and do a deep knee bend, then direct him to walk forward. Another easier version is to place his hands behind his back with his palms together and his fingers pointing backwards in imitation of a duck's tail.	
Stunts and games	Rabbit hop Direct child to place his hands on the floor and perform a deep knee bend. Have him move his hands forward and bring his feet forward between his hands with a jump.	
Stunts and games	Crab walk Direct child to squat down reaching backwards and putting both hands flat on the floor behind him without sitting down and walk in this position. Body, head, & neck should be in a straight line.	
Stunts and games	Measuring worm Hands on the floor in front of child - weight supported on arms and toes - keeping hands still - legs should be moved forward in little steps - then hands, etc.	
Miscellaneous activities Jumping rope	Jumping rope Small "child size" jump rope with wooden handles. Demonstrate jumping for child. Ask child to "try it." Observe and offer assistance if necessary.	

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MOTOR SKILLS ACTIVITIES

Child's name________

Activity	Procedure	Comm
Rolling tire	Rolling tire Tire of a size that can be manipulated easily by child. Demonstrate rolling tire from the side with hands. Assist child for several times, then ask child to try it alone.	
Body awareness	Rubbing body with textures Texture "discs" - bits and pieces of material of different textures. Rub parts of body with texture - name body parts as you rub - have child extend limbs to you. Always start from head and work down.	
Walking chairs	Put several chairs in a row - have child walk the chairs - be sure and leave a space between chairs.	
Reflexive response	Seat child on edge of table - where he will naturally teeter - then push gently to right and to left so that he will reflexively upright himself - also do this front and back.	
Wheel barrowing	Do wheel barrow with child.	

GEORGIA CENTER FOR THE MULTI-HANDICAPPED

MOTOR SKILLS ACTIVITIES

Child's name

Activity	Procedure	Comme
Rolling in mat	Roll child up in mat, pull so he will flip out gently.	
Turning left and right	Make a cross with mats. Have child crawl and turn to right and left of the cross; have him walk the mat to the end, then walk to cross mat and turn to right or left. (Demonstrate and gesture).	
Rope wrapping	Wrap part of body in soft rope - have child unwrap himself - helps child to be more aware of body parts.	
Square - walking	Make a square out of mats. Have child walk the square. (Demonstrate.)	

HANDEDNESS - Hand used during activities (hand that shows dominance)

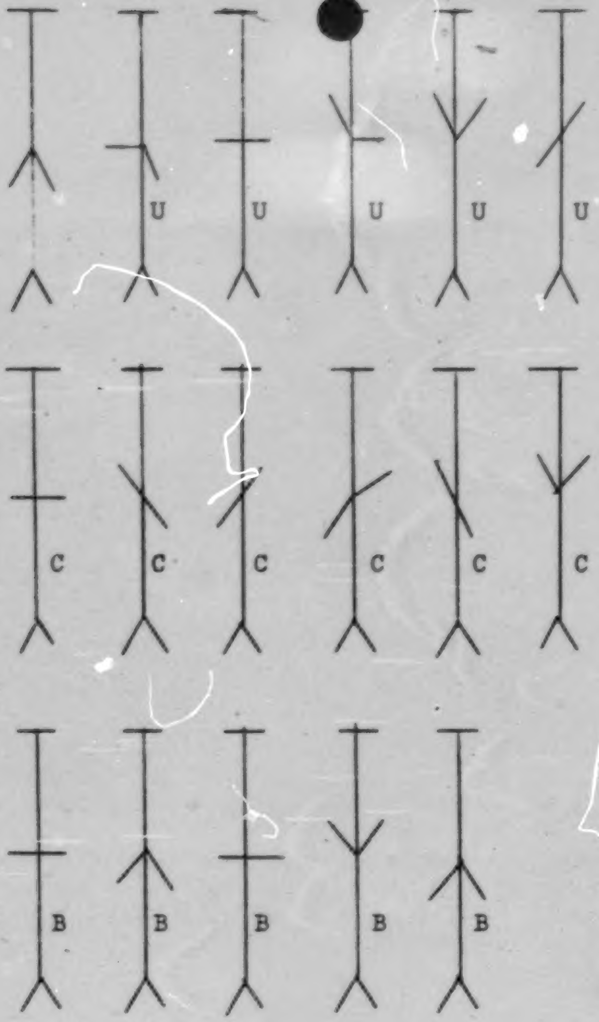


Figure 1. Positions of the arms for 17 items of the Imitation of Movements task. To move from each position to the next requires one of the following types of movement: U = unilateral movement; B = bilateral movement; C = crosslateral movement.

Visual Perceptual Training Activities - Pre-Primary

Many of these children have not utilized their vision for much more than self-stimulation - light gazing, etc. The teacher may find some children who appear to have minimal functional vision can eventually learn to read large print, discriminate between small pictures, etc. through vision training. These children may never have even noticed colors before, much less learned to discriminate different colors. Depth perception may be poor; eye-hand coordination may be poorly developed. Their use of vision for mobility purposes may also be deficient. They seem to function as "blind children with some vision". The teacher must begin vision training at a very basic level. Suggested activities follow. It should be mentioned that, for the most part, these activities are not terribly exciting or a great deal of fun; the teacher's enthusiasm and praise can make up for this lack.

Matching Activities

This type of activity presents one of the least difficult methods of response to teach. The elements involved in the initial activities are simple. For this reason, the teacher readily knows when the child has mastered the task and is ready to move on. In these initial activities such problems as color-blindness may present themselves as possibilities. Teachers should wait before diagnosing such problems until the child has progressed in other areas or activities indicating that the inability to perform simple color-matching activities can no longer be attributed to the child's level of development. For example, a child who recognizes, discriminates and labels pictures, has acquired good language skills, and functions independently in most areas and still cannot match colors is very likely color-blind. If he is unable to match any colors, it could be that he has total color-blindness, perceiving colors as varying shades of grey. For the initial activities the suggested materials are a set of plastic colored shapes - they come in three colors, four shapes, and two sizes (two of each). Also needed is a set of nesting blocks and balls.

Activity	Material	What is being taught
1. Placing ball in nesting block	Red ball and block	Method of teaching response
2. Placing ball in block acc. to color	Red and yellow ball and block	Teaching discrimination
3. Increase to 3 colors		

Visual Perceptual Training Activities - Pre-Primary (Con't.)

Activity	Material	What is being taught
4. Placing plastic circle directly on circle on table	Two large red circles	Teaching method of response
5. Responding acc. to color	Red and yellow circles	
6. Increase to three colors		
7. Attending to color with introduction of different shapes .	Red circle, blue squares, yellow triangles	
8. Attending to color with different sizes	Same as above, Large shapes on table, small shapes for response	
9. Attending to color with different shapes	Red & yellow circles, red & blue squares, yellow & blue triangles. One of each color and shape on table - others for response.	
10. Attending to color with different shapes and sizes.	Same as above - one of each shape small. Large shapes on table, small shapes for response.	
11. Transfer learned response to other tasks	Varied materials - colored cups and chips, color cards and inch cubes, sectioned tray and chips (color each section)	

Activity	Material	What is being taught
12. Incorporate color word into future language activities.		

Matching activities are ideal for introducing new visual concepts. Requiring a matching response aids the teacher by indicating whether the child has developed the discrimination skills necessary for more advanced work on specific concepts. For example, a child cannot label pictures in a language lesson until he has learned to perceive pictures as representing certain objects. He cannot perceive the picture as representational of anything until he can discriminate between different pictures. Here is where task analysis comes in. Matching cards with colors on them can be the child's introduction to "pictures", he is no longer working with three-dimensional materials. The next step would be to introduce the child to the relationship between pictures and objects. Trace some of the plastic shapes on cards and color them in black. Have the child match the shape to the card with same shape on it. Further refine this activity by tracing the outlines of the shapes on cards and have the child match the shape to its outline. Have the child match the "pictures" of the shapes to each other.

Visual Perceptual Training Activities - Pre-Primary (Con't.)

In these activities we are requiring better and more refined visual discrimination skills with each step. Now we can move on to pictures of objects. Get pairs of pictures with highly dissimilar content and color to give the child all the help he needs in discriminating between pictures and have him match them. Then have the child match the object to the picture of that object. The entire process may take several months, and there are several things to remember throughout. The child should be familiar with all of the materials - start with objects the child knows. These activities are rich with opportunities for expanding language - keep that language going in.

Other discrimination activities can include cards with different forms drawn on them X, +, ⬭, 0 . Diagonal, horizontal, and vertical lines, U shaped figures pointing up, down, and to each side, draw the child's attention to directionality and refines skills necessary for reading readiness activities.

Curriculum Activities - Pre-Primary

Concrete Level (Use of tangible objects for teaching)

Activity	Procedure	What is being taught
Group opening exercise - Saying "Hi" to P. Mooney, the puppet (Peabody Kit)	Place the puppet in a paper bag, the P. Mooney bag, a box or any convenient container. Pass the container, with puppet inside, around and let each child feel - ask "What is it?" Dramatically remove puppet, on your hand, from container, and let it pop out. Say "Hi, my name is P. Mooney", as you wave the puppet's hand. Proceed around the table with the puppet saying "Hi" to each child. Wait for and encourage each child to acknowledge the greeting. Touch each child with the puppet.	The element of surprise aids in securing the child' attention. Language is being taught b associating it with a concrete object (the puppet). It affords the child an auditory, visual and tactu exposure. The child is learning "the time of day" from this activity.
	Let each child put on the puppet and say "Hi" to his classmates and teacher.	Socialization is being promoted. The child is learning to manipulate his hands and f The child is learning that be it gesture or verbaliza evokes a response from oth Group behavior is being ta

Note: Do not dwell on oral or manual imitation in these beginning activities. Concentrate on providing learning experiences and building inner language. Later on, activities will be outlined and described for the purposes of promoting oral and/or manual speech.

Curriculum Activities - Pre-Primary (Con't.)

Activity	Procedure	What is being taught
Rubber animals Dog Cat Pig Horse Elephant Tiger Sheep	Present each animal and make appropriate sound for the child. Example: Introduce the cat and say "Meow". Touch the child twice with the cat, once for each syllable of me-ow. Encourage the child to imitate the sound. Let child feel and explore animal's body. Point out distinguishing features such as cat's whiskers. (You may neet to visit your local zoo to learn the elephant's sound. It isn't easy to imitate - please do not exclude as it is a favorite of most children. Its large size and trunk are fascinating to them.	Interaction (child - animal - teacher) Sounds Imitation of sounds Tactual, visual and auditory discrimination Tactual clues for speech (syllables)
Action words (Large wooden truck)	Present the truck to group (on table). Push the truck to each child and while doing so, say "Push!" Encourage the child to say "Push" when he returns the truck. Note: Many children will need help in learning how to push. It is difficult for some to release an object. For these children you must manuelly demonstrate and then guide their hands through the motions.... Have children push truck to each other. Example:"Mary push the truck to Johnny."	Language association with action Motor skills - Manipulating truck (Hand release) Visual skills - Learning to direct an object to a specific targ Interaction

Activity	Procedure	What is being taught
Prepositions (Combining rubber animals and wooden truck - both familiar activities and familiar objects.)	Place a rubber animal in the truck and say: "The ____ is in the truck. Push!" Push the truck to each child, have him take the animal out and replace it and push it back (all the time using and emphasizing key words: Name of animal, push, in. Follow the same procedure for out, on, under, beside, etc.	Common prepositions (placement of object in environment) - Concepts Reinforcement and post-testing for animal recognition and action words. Motor skills - taking out animal and putting it in truck - pushing.
Action word-Pull	Place an object (well liked by all children) such as a small toy or even a piece of wrapped candy, in between the puppet's hands. Hold tightly and present puppet to each child. Say, "P.Mooney has a piece of candy - do you want it? Pull - Pull. Oh! P. Mooney won't let it go. Pull harder." Let go before child becomes frustrated, but not before the word Pull has been repeated several times. The same activity can be used with the wooden truck in reverse or any type pull toy. Use your imagination!!	Language associated with action Interaction The concept of "Pull" and the physical motion involved.

Activity	Procedure	What is being taught
What is it? Do you want it? Take it out.	Place interesting objects in the P. Mooney bag or a paper bag. Present it to the child for tactual exploration. Ask "What is it?" Is it big or little, hard or soft, smooth or rough? Use facial and physical expressions to emphasize these opposites. Extend arms to show big, bring hands close together for small; grimace for rough, coo for smooth. After children have guessed, let each child remove the object and keep it. Say, "Take it out." Later, pass the bag around and ask each child to put the objects "in" the bag.	Tactual discrimination Labeling Opposites (only on the gestural level)
Olfactory training: Sweet - Sour	Prepare small bottles of liquids (or cotton balls saturated) with perfume and vinegar. Present them to the children for smelling. Emphasize the difference in smell with facial expression. Example: Delighted, pleased look for sweet. Grimace plus Phew! for sour. You may present other odors later.	Olfactory discrimination

Activity	Procedure	What is being taught
	This activity can be broadened to include taste; however, it has been found that many of the children will rebel against tasting unfamiliar food at this stage.	Taste discrimination

The activities and procedures outlined thus far can be used to present objects and concepts on the concrete level. They can be modified to fit the needs of any handicapped child because they include presentation to all sensory avenues. The format of the activities is simple yet effective. It provides mystery and surprise; discovery and exploration; and in general, great fun and excitement for the children.

Representational Level (Pictures)

Introduction to pictures should begin with simple (non-busy) pictures that do not require figure-ground discrimination. The pictures from the Peabody Kit were chosen as they fit these needs. They are all on a white background and present only one object per picture.

Matching Objects with Pictures	Demonstrate matching rubber animals with pictures. Start with one picture and increase number of pictures according to child's progress.	Matching ability (the child is being helped to understand that concrete objects can be shown and represented by pictures.

Curriculum Activities - Pre-Primary (Con't.)

Activity	Procedure	What is being taught
	Using plastic fruit and pictures from the Peabody Kit, demonstrate the task by placing fruit on corresponding picture. Label the fruit orally, point out color and distinguishing features.	Matching abiltiy Labeling Introducing colors
	Move from a seated activity to matching pictures with objects throughout the child's environment. Example: Take the picture of the bathroom to the bathroom with the child. Point out the objects in the picture: sink, toilet, etc.	Internalization of experiences Memory
	When you go on walks or field trips, take pictures along to match with objects you will see. When the children return to the classroom, the experience can be recalled by use of the pictures.	
Reconstructing Experiences	Poloroid pictures provide many learning experiences. Situations can be recorded and personalized by pictures. The immediate reinforcement provided is invaluable.	
Name Recognition #1	Place snap shots of each child on a flannel board with his name under the picture.	

Activity	Procedure	What is being taught
	Attach by use of tape circles. Have each child come up and find his picture. Point out his name and say "Yes, this is Susie". Remove the name and stick it on her chest. After every one has been identified, have each child come up and replace his name tag under his picture.	Name Recognition
Name Recognition #2	Make two columns on flannel board - one of pictures and one of names. Have each child find his name and place it under his picture.	Name Recognition
Name Recogniton #3	Using the two columns, have each child place all the names under the correct pictures.	
Name Recognition #4	Place one name on the flannel board. Have all the pictures in a container. Have the child choose the correct picture for the name on the board.	Name Recognition
Written labels	You can begin now to attach written labels to objects and proceed as rapidly as the abilities warrant.	Word Recognition

Introduction to Communication

To this point, emphasis has been placed on building inner language, i.e., giving the children learning experiences upon which to build. Objects, pictures, and words have been presented and explained by means of gestures, physical expressions, and situational clues. Now we are ready to give the children a communication system. Total communication is the method chosen to provide this. When this teacher was first introduced to the Total Communication Method, she felt, as many do initially, that "This simply will never do. We are giving these children a crutch. They will never have the desire to speak if we supply them with another communication system." The teacher, however, has always felt that she should at least try any and all methods until she could reach a conclusion based on experience and results. This she did with the Total Communication Method. Subsequently, this teacher has had to, on many occasions, admit (with joy and delight) that she couldn't have been more wrong. Total communication promoted oral speech rather than replaced it. Behavior problems disappeared as the children were able to communicate. Frustration accompanying efforts at oral speech diminished. The children were more willing to try oral speech if they had a sign to back it up. In other words, if they couldn't say "ball" correctly, they could sign it after many attempts at the oral reproduction and feel success.

The teacher does feel that it is extremely important that total communication should be just that. Total including speech, gestures, and signs. The teacher should be oral at all times. This enables the child to see or feel that speech involves mouth movements, breath, and vibration, and has a purpose.

Gestures, as well as body movements, aid the child in interpreting speech. Manual signs and fingerspelling afford the structured communication system. It is felt the teacher should insist a child, presenting the capability for oral speech, receive the very best training possible in developing this ability and should be required to use his voice in addition to signing. Experience has shown that when a child gains oral command of a word, he will often use it and drop the sign.

Total communication has been found effective in working with aphasic children (both receptive and/or expressive aphasia) and emotionally disturbed children.

Following are the activities used in introducing and teaching manual communication.

Activity	Procedure	What is being taught
Doll house furniture Bendable rubber people	Present doll house chair and bendable rubber child. Sign "sit down"; bend doll into sitting position and place in chair. Pass the chair and doll to each child. Let him sign "sit down" and follow through the action. Follow the same procedure for: 1. Stand up - Doll removed from chair and straightened for standing. 2. Take a bath - The doll is placed in toy bathtub. 3. Go to sleep - The doll is placed in toy bed. 4. Eat - The doll is placed at the table in chair. 5. Look (at T.V.) - Doll is placed in chair or on floor in front of toy T.V. set. 6. Go to the bathroom- Toy doll is placed on toy toilet. Walk - Run - Jump - The rubber doll and rubber animals are used for demonstrating the action of these words.	Manual Communication (Concrete level)

Activity	Procedure	What is being taught
Acting out Signs	Give the child a sign and have him act it out. Example: Take a bath. The child pantomimes the procedure involved - taking off clothes - running water - checking to see if it is too hot or too cold - getting in tub - washing body (being careful not to get the wicked soap in your eyes) - getting out of the tub - locating towel and drying - and getting dressed.	Understanding completely the concept of "take a bath."
	Use same procedure for other signs.	
	Let the children give signs to the teacher and classmates. (It is a beautiful thing to observe when a child realizes that he can actually get responses from others by using his newly acquired language. The teacher received much exercise those first few weeks as the children repeatedly signed "sit down" and "stand up" to her. This manipulation power served as the most effective motivator for further acquisition of manual signs.)	The power of language - its manipulative aspect.

Curriculum Activities - Pre-Primary (Con't.)

Activity	Procedure	What is being taught
Manual Signs Representational Level	Unit study was begun at this level. The first Unit introduced was Foods. Use the food pictures from the Peabody Kit. Teach the children signs for each food. Begin with very similiar foods, introducing 2 or 3 per day.	Manual Signs (Representational Level)
Motivational Activities	Let the children help make a "Signing Box". The motif can be based on holidays within the month. Example: Valentine motif for February, Halloween motif for October, Christmas motif for December. Cut a slot large enough to receive the Peabody Cards. Daily give each child a review of the signs already presented. If the child gives the correct sign - let him put the card in the box. If he misses any, hold until he completes all trials and then review the sign or signs missed.	Language such as "Put it in the box." Introducing holidays and their significance.
	Employing the same idea, attach a large face (clown, animal, etc.) to a carton large enough to receive the cards. Use the mouth of face as slot. These cartons can be all sizes, for table use or for standing on the floor. The slots can be changed to different body parts (nose, eyes, stomach, etc.)	Body Parts
	Repeat this procedure for other unit study.	

Activity	Procedure	What is being taught
Wall Murals	Let children cut out figures to represent signs and paste on a large sheet of paper. Attach to a classroom wall. Example: "It's Spring" mural. Cut out and paste on birds, trees, grass, toys, butterflies, flowers, playground equipment, houses, worms, etc. Teach signs for all objects on the mural. Daily ask the children to "Show me a butterfly, etc."	Fine motor skills (cutting, pasting) Manual Signs Seasons
	Carry this further by asking that they "Show me a yellow butterfly", or "Show me 2 yellow butterflies" or "Show me a yellow butterfly and an orange butterfly".	Number concepts Visual and auditory memory
	Change request to "Where is the worm, etc.?" or"Where is the big red bird or the little red bird?"	New vocabulary words
	When visitors come, be sure and let the children show their mural.	
Abstract Level Fingerspelling	Use large wooden, sand paper letters or other tactual type letters. Begin by having children feel the letters. Teach manual alphabet progressively. Use upper case letters.	Manual communication Fingerspelling

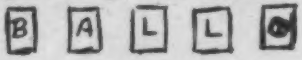
Curriculum Activities - Pre-Primary (Con't.)

Activity	Procedure	What is being taught
Motivational Activities	Assign each child a specific sign for his name. Teach him his letter or letters first. Have children learn each others' signs.	
	Play a game with sandpaper letters. Pass around a letter. If a child correctly identifies it - give him the letter. See how many they can accumulate.	
Numbers	Introduce sandpaper numbers and/or large cut-outs. Line up wooden numbers 1 - 2 - 3. Teach signs for these numbers and practice rote counting. Increase as ability allows.	Rote Counting
Clothesline letters and numbers	Make a clothesline of yarn or rope. Stretch across classroom at a height easily accessible to students. Hang number cut-outs on line with clothes pins. Practice rote counting with clothesline numbers. Test number identification by asking child to "Go get the one". Put it back. Use same procedure for letters.	Rote counting Beginning alphabet Number and letter positions Fine motor skills (clothespin manipulation)
	Play the fishing game - place paper clips on cards of letters and numbers.	

Curriculum Activities - Pre-Primary (Con't.)

Activity	Procedure	What is being taught
	Using a pole with magnet attached, ask children to "Fish for the A or 1,etc."	Visual - motor coordination (fishing for letters and numbers)
Letter and Number identification Go stand on the ______.	Place letters and numbers on floor around the classroom. Ask the children to go stand on specific numbers or letters.	Numbers Letters Gross motor skills

If children are ready, you can now introduce lower case letters, the spelling of words and number concepts.

Spelling words	On the chalkboard rail or other suitable location, line up the letters B A L L and place a picture of a ball immediately after the letters. Fingerspell ball and give sign for ball. Example:  This helps the children understand how spelling takes place. Later you can label objects on paper.	Word recognition Spelling of words

Activity	Procedure	What is being taught
How many?	It is not too difficult to teach concepts for 1-5 to handicapped children, but thereafter it becomes more involved. Example: Give child one block - have him place the "1" finger (used to fingerspell numbers) on the block - do same for 2-5. They can associate the number concept with the number of fingers required to cover the blocks. If the child is able to mentally associate the written or signed number with the quantity it represents, then he should be able to go on with numbers. If not, continue repeating the activity using 1-5 until he grasps the concepts.	Number concepts
Motivational activities How many do you want?	Using food or favorite materials - ask child "How many do you want?" (It is surprising how much more effort is expended toward concept learning when this method is used.) The students begin to compete with this activity. At the end of the game have each child "Count how many you have" and pronounce the winner, but being sure you point out how close everyone came to winning.	Number concepts Constructive competition

Note: The foregoing activities are not comprehensive, but rather examples of the formats used. A creative and innovative teacher will be able to build on, modify, and improve the activities to meet the individual needs of her students. Not all students will be able to participate in all activities. Each child has curriculum needs of his own.

Idea for Introducing Reading to Some Children

One child in the pre-primary class appeared to be ready for some reading skills; however, she was excessively oriented to the concrete - letters and words had absolutely no meaning to her. In order to make them meaningful to her, we had to introduce them to her through something she already knew. Her vision was poor and thus everything was introduced in very large print - to be reduced in size as she became more confident in the activities. We introduced written words to her through colors. The first activity involved matching cards with the color names printed in the appropriate color to cards with the color names and a colored circle on it. This drew her attention to the word itself through the color. We withdrew the colored circle and left only the colored words to match. Then we had her match the words written in black to the colored words, and then match all the words written in black. At this stage she could correctly identify all the words with no color cues. We then broke the words down into letters, taught her to spell each word, and identify each letter. We worked on only one word at a time and taught her the letters through matching and identifying activities. The final test of our success with each word was to give her the letters of a word in random order and have her set them up so that they spelled the word. By introducing new color words we were able to teach her over half the letters in the alphabet. It was a simple task to teach her the rest because she had some idea of what letters were, and with simple drills, she learned the rest. To expand our reading activities, we taught her all the children's names and then made simple sentences about the children, using verbs and objects with which she was familiar.

This isn't exactly a "basic" reading program, but many of these children will not be learning to read for pleasure. They will be learning to read on a very basic level for functional purposes. Here again there is no prescribed method that will work for everyone, but if you find something that works, that meets your objectives - use it and don't worry about what the authorities say. Teachers of the multi-handicapped, out of necessity, become adept at devising their own methods of working with their own students.

MUSIC

Music is a wonderful way to communicate with multi-handicapped children. The teacher who can play the guitar or autoharp while sitting on the floor with the children can work names, body image and self-identification into her songs, can sing a song of toilet training, shoe tying, eating with a spoon, and all kinds of motivating subjects, depending on her ingenuity. Rhythm instruments are great for participation by the children with drums, sticks, cymbals, clappers and bells. Some children who cannot hear are stimulated by vibration and the *feeling* of sound.

A piano has long been a mainstay of preschool programs but any instrument a teacher can play or "play at," especially a portable one which can be taken *to* the children wherever they are, can be a marvelous creative tool. Record players and tape recorders can be used very effectively to create music by a teacher who really can't play a note on any other instrument.

Activities should include each of these music experiences:

Listening to music	For pleasure To develop music skills
Moving to music	Develop music skills Develop creativity and pleasure in music

Making music by singing	Songs of self Songs of family Songs of abilities Songs of time of day Songs of day of week Songs of months Songs of holidays
Playing	Rhythm instruments Autoharp Improvised banjos
Finger plays, gestures and motions	
Basic locomotor movements	Develop concepts of space, directions, level of movement, intensity

1. Walk
2. Run
3. Jump
4. Hop
5. Skip
6. Patterns of walk (3 steps), run (3 steps)

Non-locomotor movements

1. Swing
2. Bend
3. Twist
4. Rock or sway
5. Stretch
6. Push
7. Pull

Some of the creative experiences which can be provided are:

Self-expression through singing
Making up words for a song
Creating songs as a group
Tape recording children singing individually and as a group
Creating rhythmic accompaniments to songs and recorded music
Acting out songs and stories

The use of vibration with deaf and deaf-blind children is a recognized aid to communication and to speech rhythms. Many programs have a "sound gymnasium" which echoes and reverberates with the sound of music. Children may be seated upon powerful speakers to experience sound through their bodies and to develop movements to match the sound. "Music hath charms" as well as purpose and we like to make use of it to reach our multi-handicapped children.

Curriculum Activities - Primary

Language Development (Receptive)

1. Recognition of objects by name or sign

Activity	Procedure
	Group objects according to location in environment. Introduce each object to the children and give them the manual sign for it.
	Daily review a set of signs until the children know them. Place these objects in a box, on a table, or around the classroom. Ask each child to get a certain object.
Manual labeling of objects - Classroom	Classroom objects - chair, book, box of crayons, pencils, paints, magic markers, stapler, glue, puzzles, balls.
Manual labeling of objects - cafeteria	Cafeteria objects - fork, spoon, knife, cup, straw, glass, napkin.
Manual labeling of objects - playground	Playground objects - In this instance, ask the child to "Show me" the slide, swing, see saw.
Manual labeling of objects - field trips	Field trip objects - Before going on a field trip present objects that will be seen. Example: Zoo animals. Use rubber animals to teach sign. When you make the field trip, ask children to "Show me" the tiger, lion, monkey, giraffe, elephant, etc.

Activity	Procedure
	Take along the rubber animals and let the children match them to the real life animal.
Colors	Using crayons, teach the signs for colors.
	Games: Open a box of crayons and ask "Who wants red?" The child must say (orally or manually) "I want red." Follow this procedure for all colors, then ask, "Who has red?" The child should answer, "I have red." The teacher then says, "Put the red in the box", etc. Using a basket of small interlocking cubes, pass a cube around and ask, "What color?" The child who gives the correct sign first, keeps the cube. Continue until each child has several cubes and can build a tower with them. Ask, "Who has red?" The child should reply, "I have the red." The teacher requests that he put all the red cubes in the basket.

Activity | Procedure

Shapes:

A set of attribute pieces were made by the teacher for teaching shapes. The set consisted of large cardboard cut-outs of:

5 large triangles (red, blue, yellow, green, white)

5 small triangles (" " " " ")

5 large circles (" " " " ")

5 small circles (" " " " ")

5 large squares (" " " " ")

5 small squares (" " " " ")

The squares were colored on one side and covered with sandpaper on the other. The circles were colored on one side and covered with felt (of same color) on the other. The triangles were colored on one side and left smooth on the other. This allowed children with all types of handicaps to learn shapes. These attribute pieces afforded many learning experiences, but for this activity they were used to teach the names of the shapes. Each child was given an opportunity to handle and play with the shapes. The signs for the shapes were taught.

Activity	Procedure
Shapes	Games: Place the shapes on a table, the floor, or on a chartboard. Ask the child to "Get the circle", etc. Using the attribute pieces teach the children how to combine to make new objects. Example: a triangle and a circle - an ice cream cone; a square and a triangle- a house; 2 triangles - a kite; a triangle and a circle - face with clown's hat. Let the children see how many new objects they can make.
Flannelboard shapes	Cut larger shapes from flannel and play the same game on the flannelboard. Give the child the pieces necessary for an object. See if he can construct an object using all the pieces.
Outside - Inside Shape matching	Take the attribute pieces outside. Let the children find objects with the same shape. Example: traffic signs, manholes, car wheels, etc. Do the same with objects within the school building. Example: desks, blackboards, tables.
Visual-Auditory Memory	Place attribute pieces on chartboard. Have each child come up and ask him to, "Give me the red square, the blue circle, and the yellow triangle." This is a difficult task for these children, so start with a request for one - then two - then three, etc.

Curriculum Activities - Primary (Con't.)

Activity	Procedure
	Accept either the large or small shape for the one requested.
Big-Little	Introduce signs for big and little, using the attribute pieces; then use the aforementioned game asking for the big blue circle and the little red square.
Rough-Smooth	For those children needing it, use the textured side of the attribute pieces asking for the rough circle and the smooth triangle. Use this procedure for teaching rough and smooth to all the students.
All-Some	The teacher bought several aluminum tins. (Some rectangular, some circular) and cut cardboard to fit into the tins. One piece was cut to cover the entire surface of the tin - one piece was cut in half - one cut into fourths. The children were taught all and some from these objects. The cardboard pieces were colored orange and brown. The orange pieces represented an orange cake; the brown pieces became brownies. Games: Let's bake a cake Let's bake some brownies. Pretend bake the objects and pretend serve

Activity	Procedure
	Start with all piece covering the tin. When you pretend serve, ask "Who wants some?" The children begin to understand that a cake or pan of brownies can serve "just so many people". If there isn't enough for each child, repeat the process, i.e., cook some more.
"The real thing"	Bring a cake to school. Emphasize all of the cake is here, before cutting. Serve the cake, having each child say "I want some." To point out the consumable quality of food - say, "It's all gone" when the cake has been eaten.
Whole-Part Relationship The Instructo Co. has a flannel-board game called "Make a Funny Animal." The teacher, using the idea of this game, reproduced the animal parts in cardboard and added texture to the back of the pieces. In this game the number of pieces is kept to two per animal.	Starting with one animal, let's say, the elephant, present the two pieces of the elephant and demonstrate how the animal is put together to make a whole animal. The teacher had made a bright yellow blanket for the elephant to wear (with green polka dot trimming, no less). The texture was an added aid in helping the child decide how the pieces should go. Let the children learn to put each animal together correctly. Thereafter, let them mix the pieces to get such things as a "fisharoo" (fish and kangaroo);"eleraffe" (elephant and giraffe). You are getting across the idea of the whole-part relationship in an amusing and creative way, and

Activity	Procedure
	at the same time you are pointing up the incongruity of misplaced parts.
Flannelboard - whole-part	Using flannel shapes that have been cut into two pieces, let the children make the whole shape.
Patterns (American Printing House for the Blind Shapes and Patterns)	Included in this kit are colored patterns printed on durable, plastic coated cardboard. The matching pieces are textured rubber like shapes. The children match the pieces to the pattern. (Naturally, the children prefer to use the pieces to create their own objects. Some make trains with them, some build towers, some try to stand them on edge, etc.) Encourage this. Along the same line, never throw away cardboard cartons or packaging stuffs. These can afford some of the most meaningful learning experiences. Example: From a large carton, build a toy house or flatten it out and let the children color a mural on it. Use others for getting in and out. Use the small ring-like styrofoam pieces for making chains (especially good for decorating the Christmas tree); use large styrofoam packing pieces for puncturing with pencils or for stands for objects. The plastic bubble sheeting is great fun for popping and good practice in fine motor skills.

2. Recognition of Objects by Function

In Ms. Bang's curriculum guide, activities such as "Which one can you eat?" or "Which one can you ride?" etc. are used in this area for the primary cla This area has been modified to teach the children to demonstrate the function of an object. This was done because the demonstration of an object's function often resembles the manual sign for that object and this served as a reinforcement for learning and retaining the manual signs.

Activity	Procedure
Unit study was employed in this area.	
Foods Unit	
Real vs. fake fruit	Using the fruit from the Peabody Kit and rea fruit, have children compare the two and det mine which is real. The olfactory sense is utilized greatly here.
Clothing Unit	Bring old clothes to school for dress-up tim Teach signs for articles of clothing. With

Activity	Procedure
	this activity you can also teach "too big" and "too small".
Transportation Unit	Using toy vehicles teach signs for them. Let the children demonstrate their use. This activity prompts more sounds than any other used by the class. The siren for the fire truck, the "boop-boop" of the police car, the "va-room" of the motorcycle, the honking of the car horn, etc. provide good auditory training.
Driver education	Construct a road with plastic track or draw one on poster board. Include toy traffic signs or draw them on. Let the children drive their vehicles along the road. With this activity you can teach stop and go, slow and fast, etc. It is also good for eye-hand coordination, visual tracking, and fine motor skills

Curriculum Activities - Primary (Con't.)

Activity	Procedure
Masking tape shapes on floor	Make large shapes, letters, numbers, roads, etc. on floor with masking tape. Have children walk on these or drive their toy vehicles on them. This gives practice in gross and fine motor skills.
Household furnishings	Using doll furniture and doll house teach signs for rooms and items of furniture. Have children place furniture in correct room and demonstrate its function. Use toy brooms, mops, vacuum cleaners, irons, and ironing boards, etc. Have children demonstrate their function.
Rubber people Family members Neighborhood helpers - mailman, milkman, etc.	Using the doll house and furniture, let children dramatize activities of daily living such as cooking, serving and eating a meal. The mother would be put through the paces of cooking, all members would be seated at the

Activity	Procedure
	table, etc. Employ same idea for neighborhood helpers.

Note: When the rubber people were ordered, the catalog offered white and brown people. Being well-intentioned, realistic and current-thinking teachers, it was decided we should order a set of each - and thereby eliminate any idea or seed planting of racial prejudice. The biblical reference to - And we shall be taught by little children - was beautifully brought home by this activity. The children (both black and white) made no noticeable differentiation between the two families. In fact, no racial awareness occurred until the second year with the children when Eric one day was participating in his daily "loving session" with his teacher. He said, "Me Walsh (his affectionate term for the teacher) white, Eric brown." The teacher used the incident to point out the differences in skin color of the children and left it at that. Later in the year when the children were learning to color pictures with appropriate colors, the black children colored their people brown or black.

Curriculum Activities - Primary (Con't.)

Activity	Procedure
Short-Tall	Using different objects such as blocks or interlocking cubes you can teach the comparative function of objects. Let the children build towers and learn how one can be short - one tall - and how they can be reversed, i.e., the short one can become tall by adding more blocks; the tall one can become short with the removal of blocks.
Long-Short	Turn them on their sides and teach long-short. Use the children themselves for short-tall comparison. Let them stand next to each other and compare heights.
Heavy-Light	Using balancing scales teach heavy and light by placing objects in the pans. Use play dough, blocks, etc. Use the see-saw on the playground to teach heavy and light. Put a heavy child

Activity	Procedure
	on one end and a lighter child on the other. Add children to the lighter end until it can raise the other end.

With activities such as short-tall, long-short, big-little, and heavy-light you are teaching that the function of objects is not always stable - they can be manipulated so as to change their function.

3. Recognition of pictures by name or sign

   Recognition of pictures by function

Activity	Procedure
Many of the activities included in this area are expansions of the activities listed under "Recognition of Objects". The level changes from concrete to the representational level (pictures).	A large colored picture is used with smaller pictures of items within the larger one. The children are asked to take a small picture of an object and match it with the same object in the larger picture.

Activity Procedure

Unit study is followed using the Peabody pictures and signs are required for each picture. In addition to the Peabody pictures figure-ground pictures are introduced. The Ginn Kit of Language is a good teaching source for this.

At this stage, the teacher wanted to begin some concentrated work on pre-reading skills and the mechanics of reading. She started with activities comparable to the "We Read Pictures" type. Learning experiences were produced pictorially, Book One of the Peabody Rebus Reading Program* was introduced, words and sentences were presented with pictures to aid comprehension and later word recognition and reading was taught.

*Only Book One of the Peabody Rebus was used because the teacher felt the rebuses used in the Program were too small for long range study due to the children's visual problems. Many of the pages were reproduced on stencils, the objects were enlarged, and the written word was used for labeling.

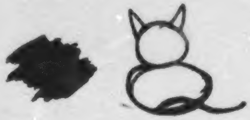
Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Pre-reading		
We Read Pictures	Teaching Pictures - Instructo 1. Pets 2. A Trip to the Zoo 3. School & School Helpers 4. Holiday Theme 5. A Trip to the Farm 6. Safety Theme 7. Transportation 8. Moods and Emotions Scott, Foresman and Company 1. We Read Pictures 2. We Read More Pictures Your World Series A set of 15 books (beautifully illustrated) describing everyday experiences. Example: *Let's Go Camping*, *Let's Go to School*, *Let's Go to the Fire Station*, etc. These books were used in conjunction with many of our field trips.	Children imitate what is happening in pictures.

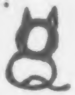
Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
We Read Pictures	Our Big Books: Nursery Rhymes The Three Bears The Three Pigs	Children imitate what is happening in pictures.
	Polaroid snapshots	Using snapshots of the children taken on field trips or during activities in the classroom, let the children reconstruct the "happening" and act it out.
We Read Our Pictures	Manila tagboard, paints, crayons, magic markers	Let the children draw their own pictures and tell the class what they are.
Peabody Rebus Reading Program (Book One)	Workbook One, water wells and pencils	Begin by teaching manual signs for the rebuses. Let child work in workbook as independently as possible.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
		The immediate reinforcement given by this workbook motivates and promotes independent work.
Peabody Rebus	Stencils and Dittoes	Enlarge and reproduce the rebuses on stencils (one rebus per page). Label it with the written word. Give these dittoes to childr to color during their seatwork.
	Chartboard - sentence strips	On sentence strips make a color "blob" (such as those in workbook and then copy the rebus. Example: 

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
		Have the children sign "black cat". Introduce the written words "the" and "is". Include these on the sentence strips. Example: The  is ■ (The cat is black.)
Action Words	DLM - Motor Activities Book	Teach manual signs for verbs illustrated in the book. Let children act out the verbs
"Mrs. Walsh Says"		This game is the same as "Simon Says" - the teacher's name is substituted because she is there - she is a person that can be seen.

Activity	Materials Used	Procedure
		The name Simon would mean nothing to the children. Example: Mrs. Walsh says: Stand up Sit down Walk Run Jump Turn around, etc.
We Read Pictures and Words	A booklet is constructed for each child using rebuses where possible. (See copy that follows.)	

LEE'S BOOK

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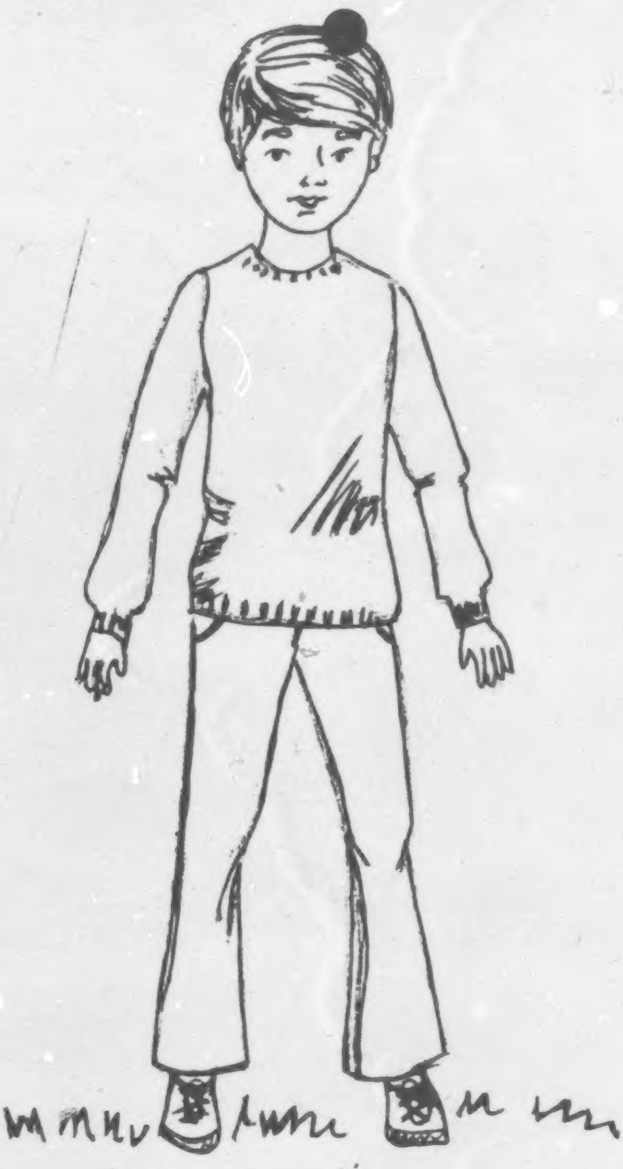
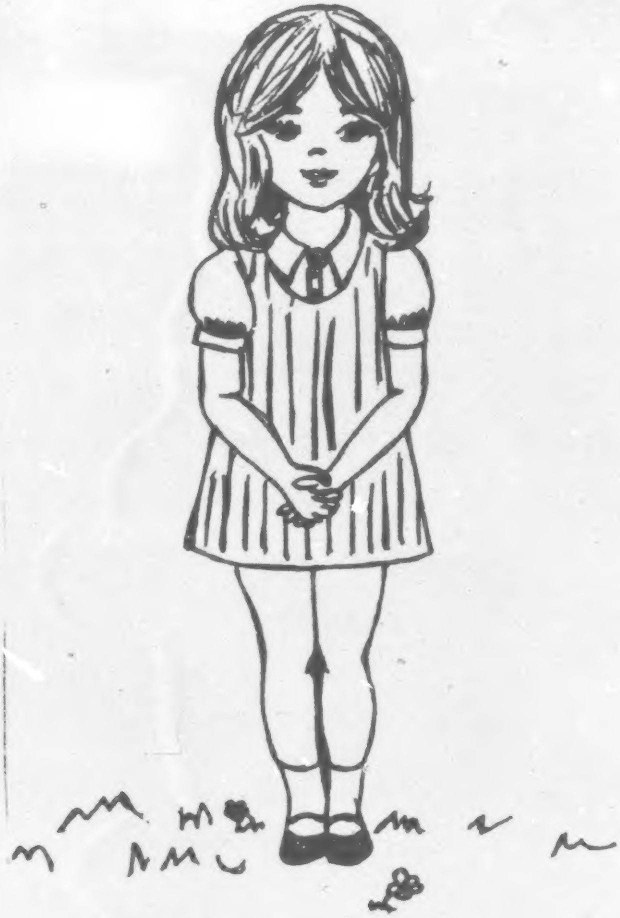
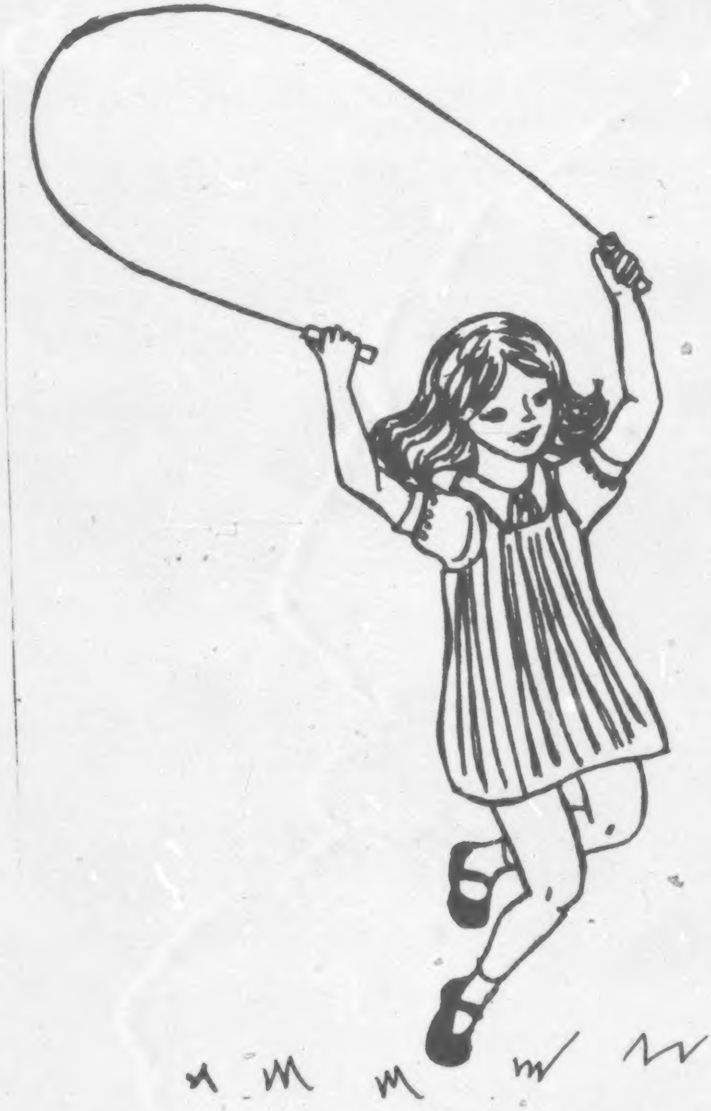


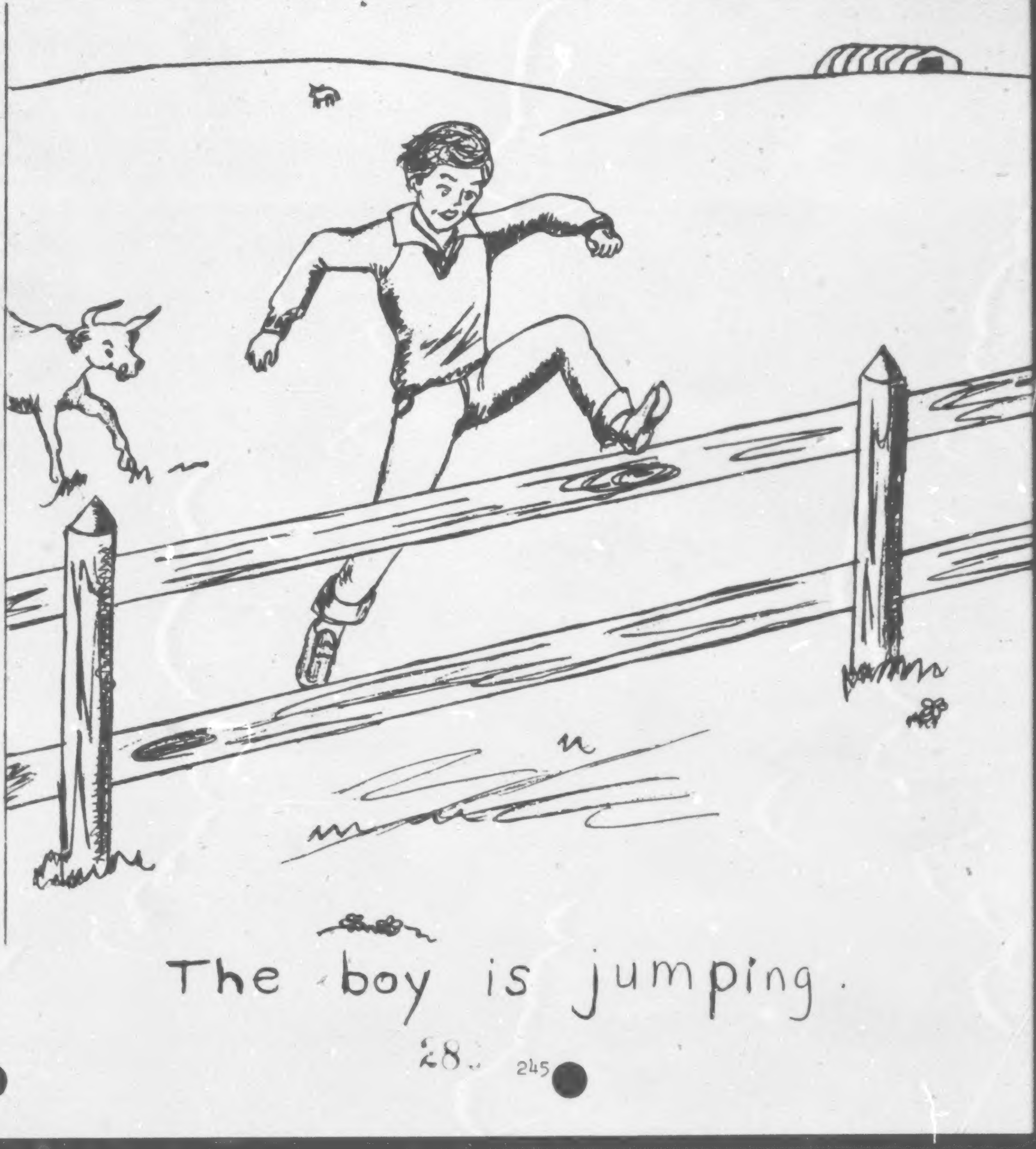
This is a boy.



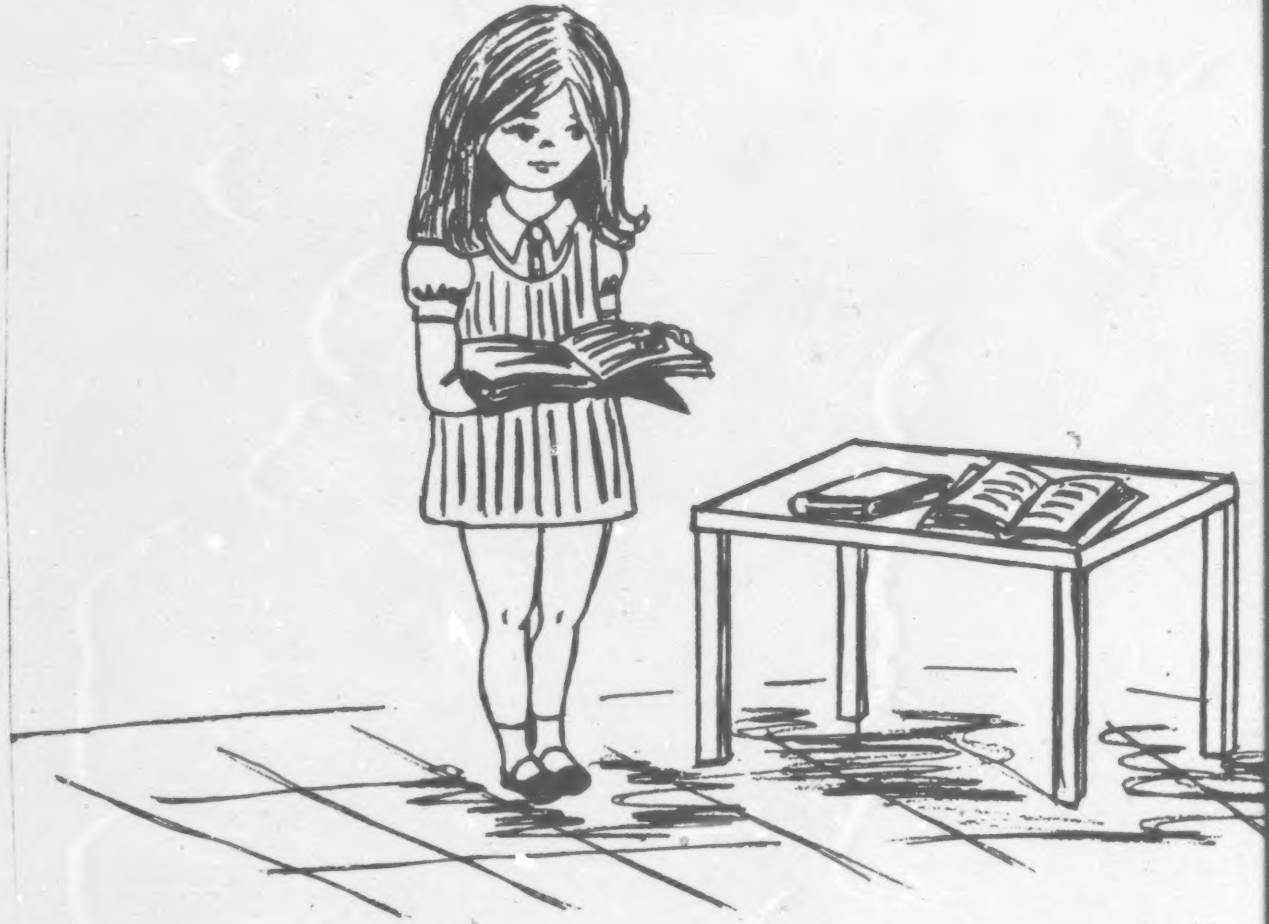
This is a girl.



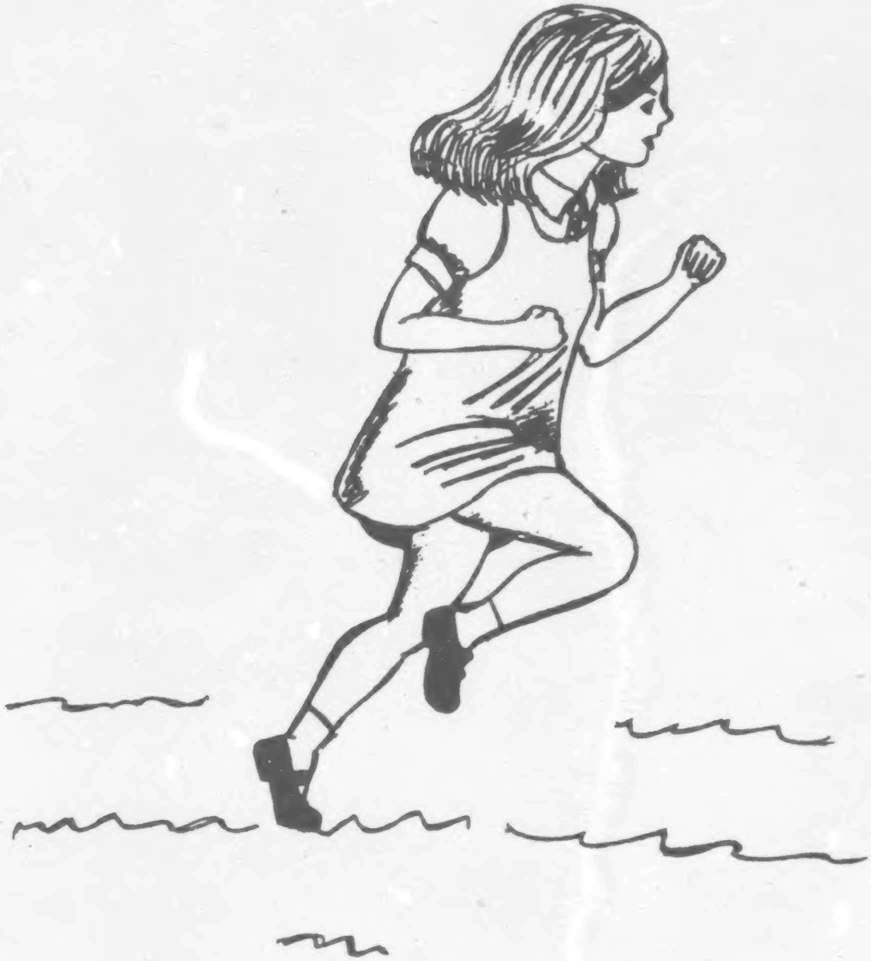
The girl is jumping.



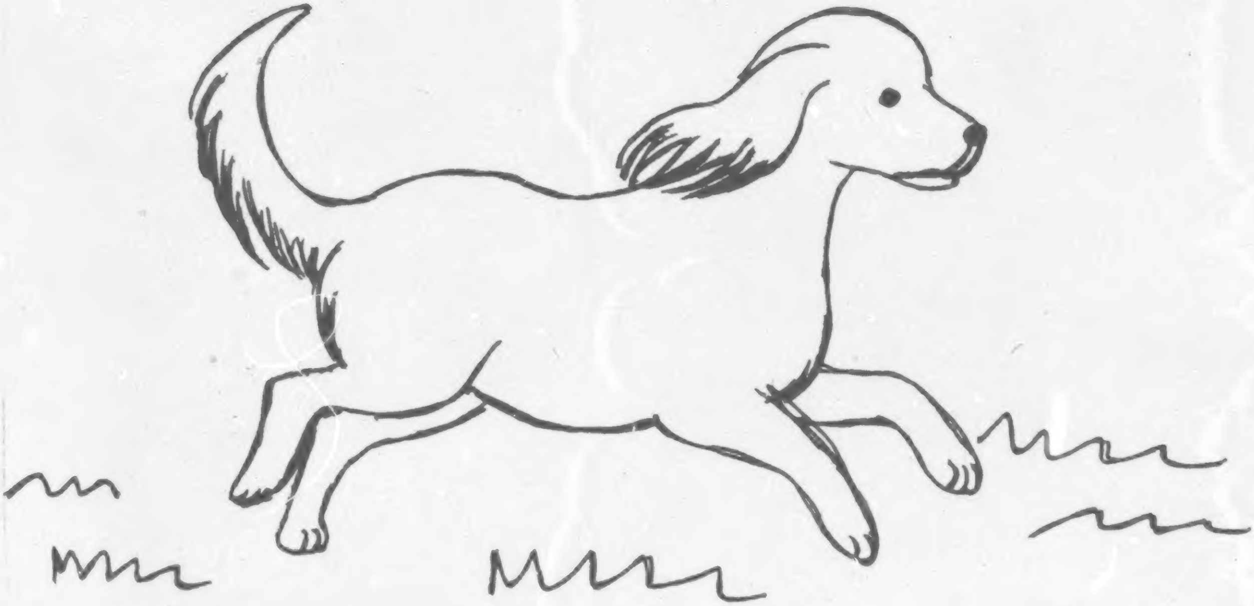
The boy is jumping.



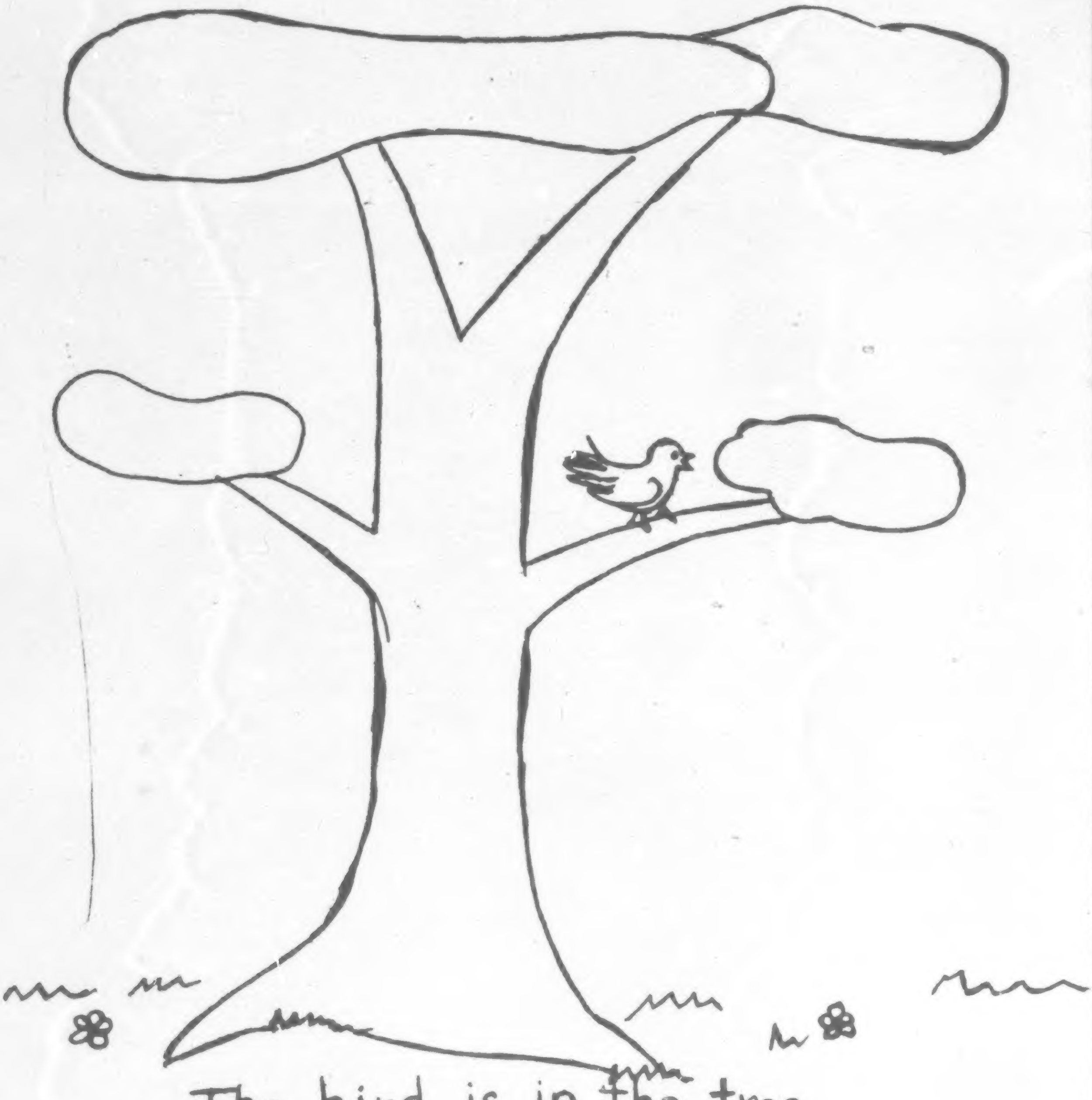
The girl is looking at the book.



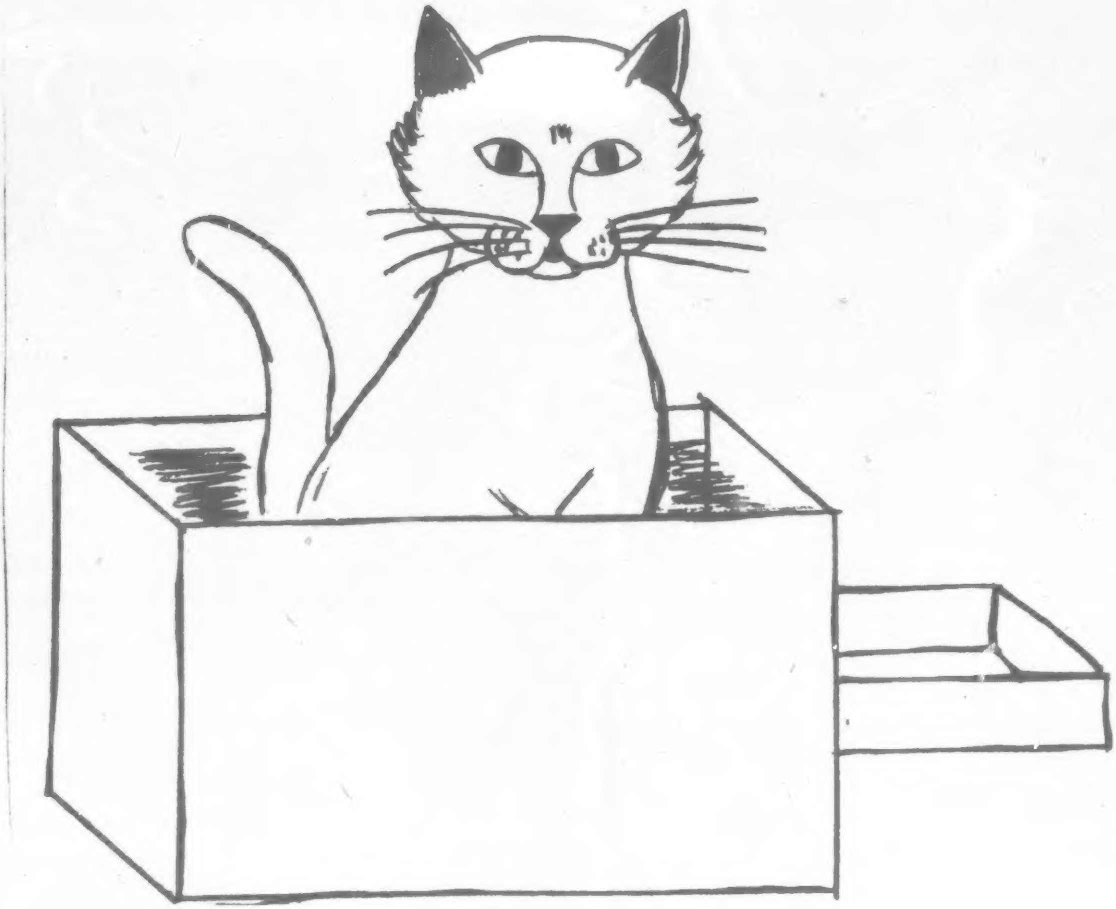
The girl is running.



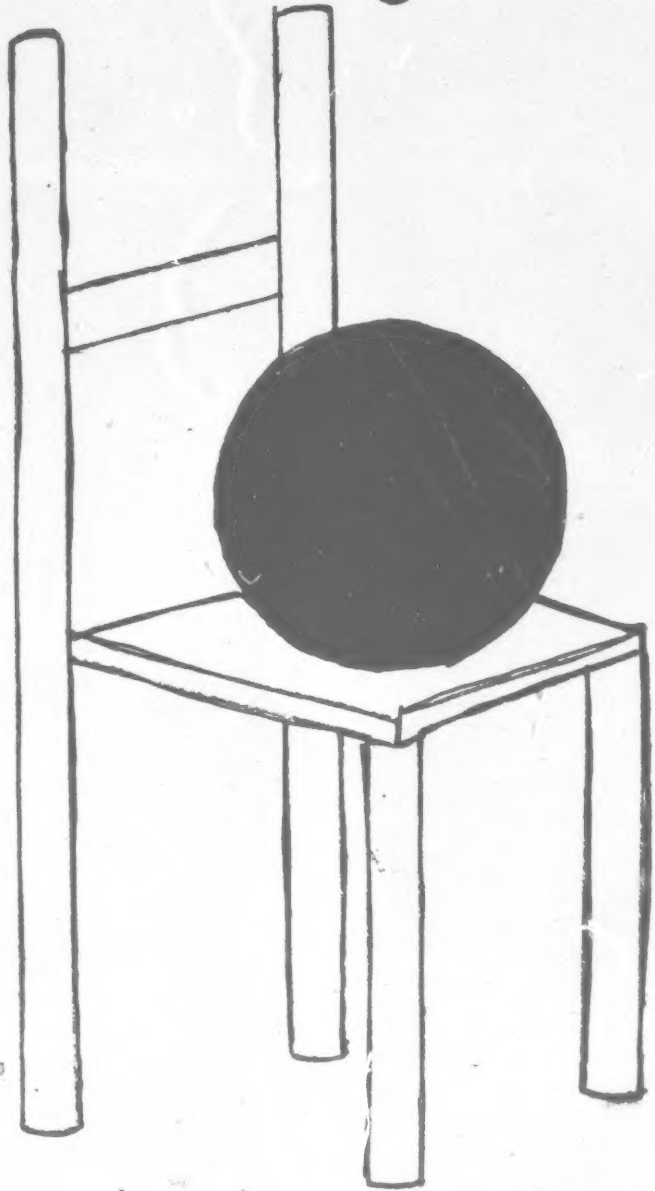
The dog is running.



The bird is in the tree.



The cat is in the box.



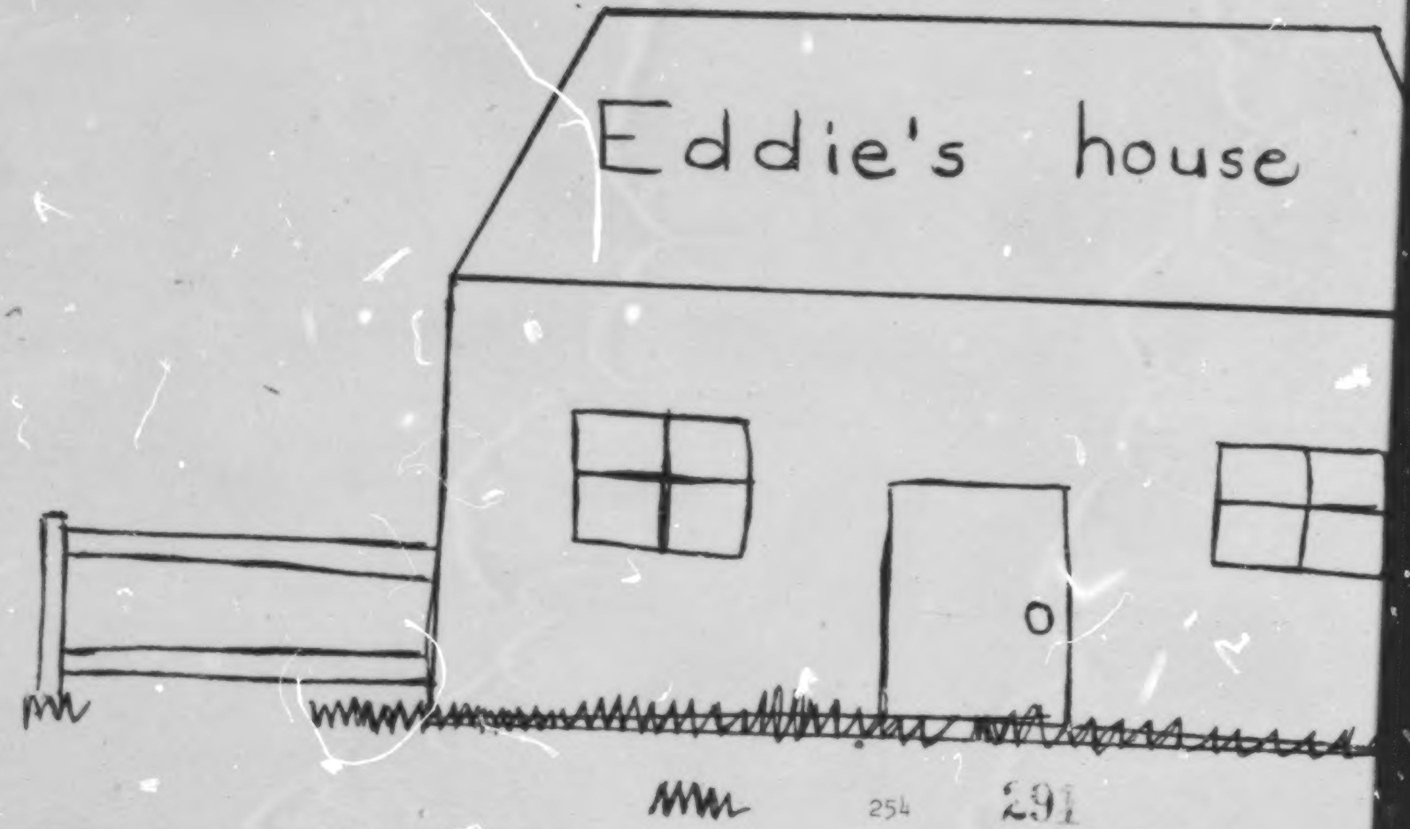
The ball is on the chair.

Curriculum Activities - Primary (Con't.)

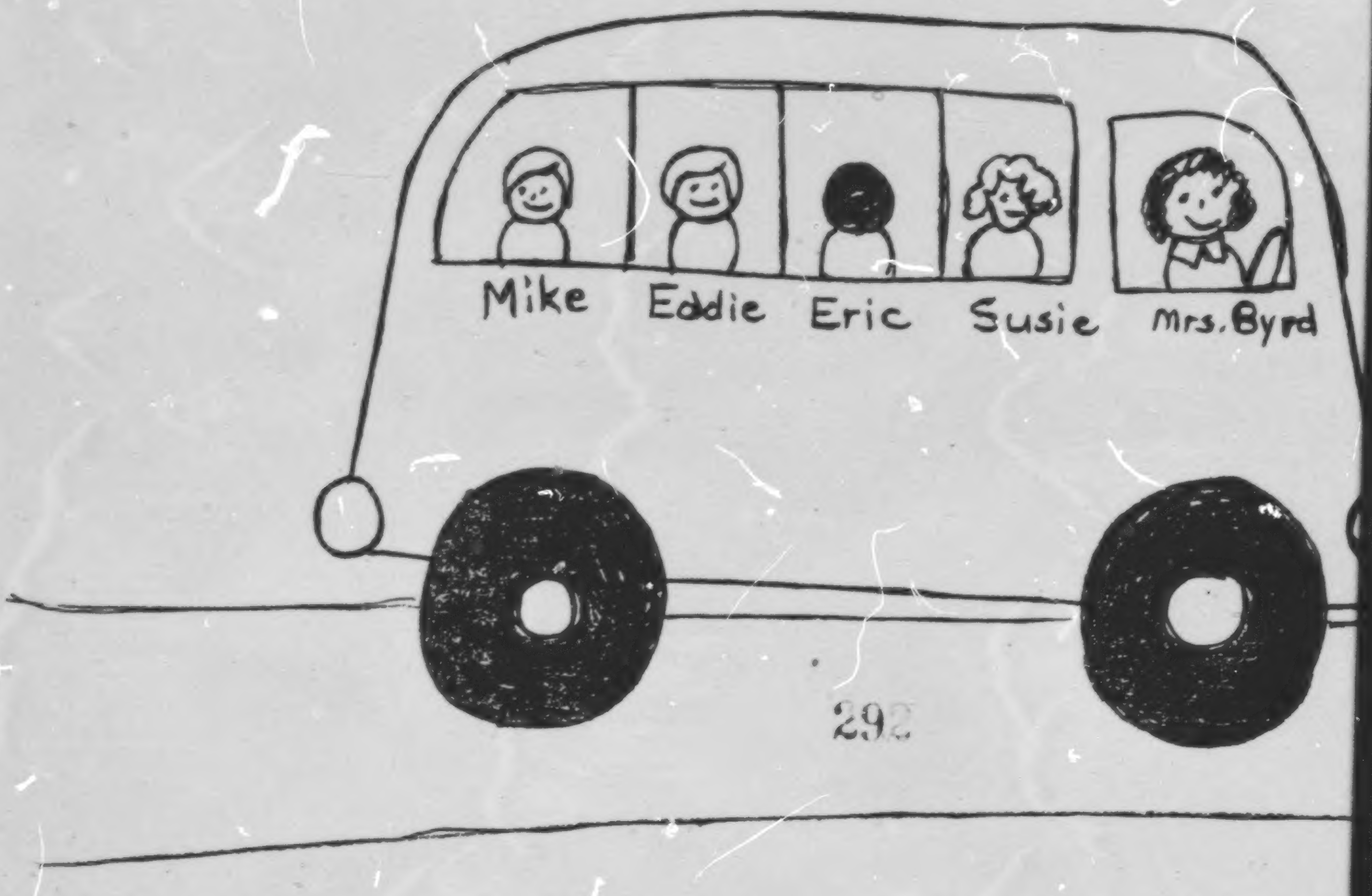
Activity	Materials Used	Procedure
Experience Charts	Large size chart paper on holder or manila tag board.	Use pictures and words to describe experiences of the children. Mount them in order along wall or chalkboard rail. Let children "read" them.
Experience booklets	Stencils	Prepare stencils depicting "Experiences". Put in booklet form. Let children "read" their booklet. Prepare booklets before an experience is to happen. This is an excellent way to explain what is going to happen. Some of the children do not have sufficient signing

Activity	Materials Used	Procedure
		comprehension to fully understand manual explanations at this time. See Example booklets that follow.
Coloring Experiences	Crayons - Experience Booklets	Children color the pages of booklet with appropriate colors, i.e., trees must be green, not purple, etc.

Friday we are going to Eddie's h

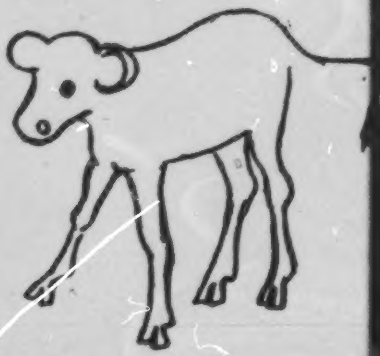

Eddie's house

We will go on the school bus

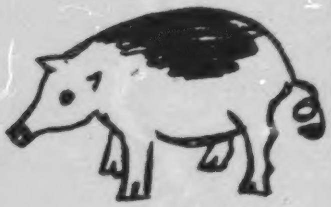

Mike
Eddie
Eric
Susie
Mrs. Byrd

We will see:

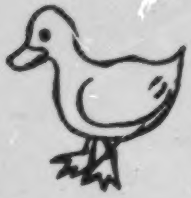
baby cows



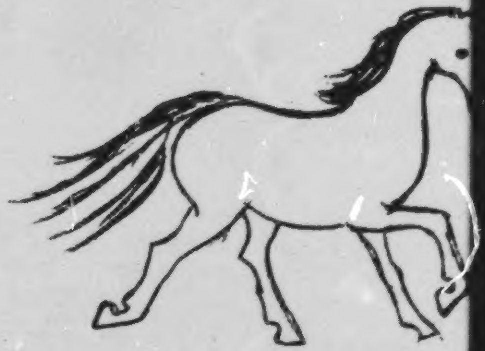
pigs



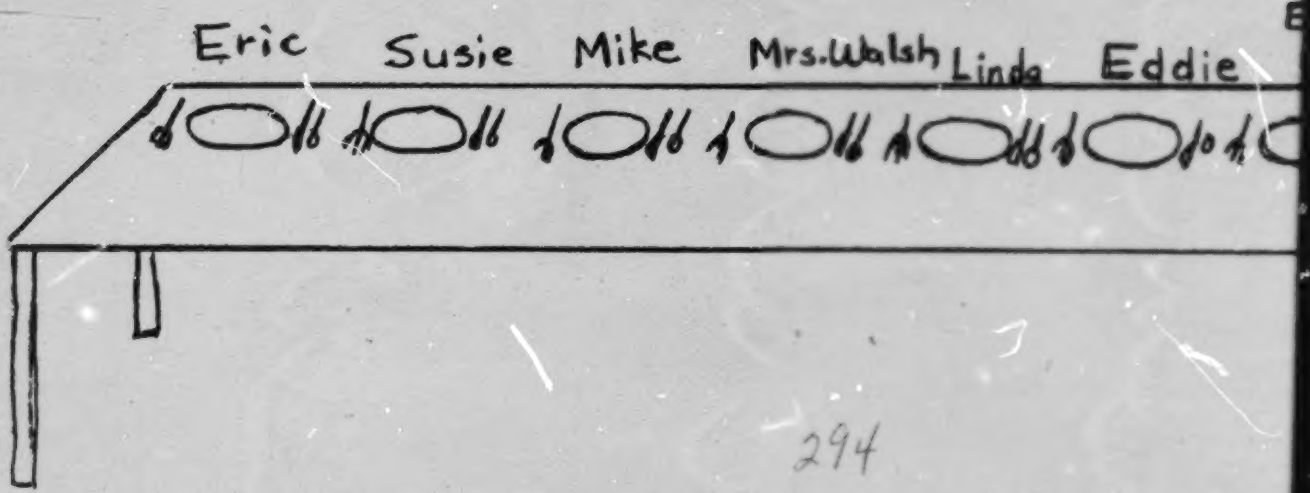
ducks



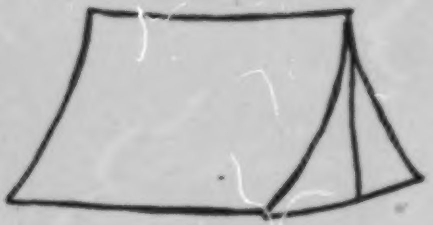
Eddie's horse



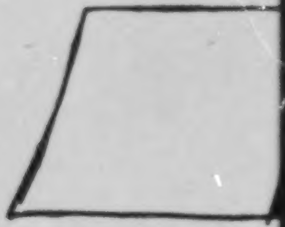
We will eat lunch at Eddie's hou


Eric
Susie
Mike
Mrs.Walsh
Linda
Eddie

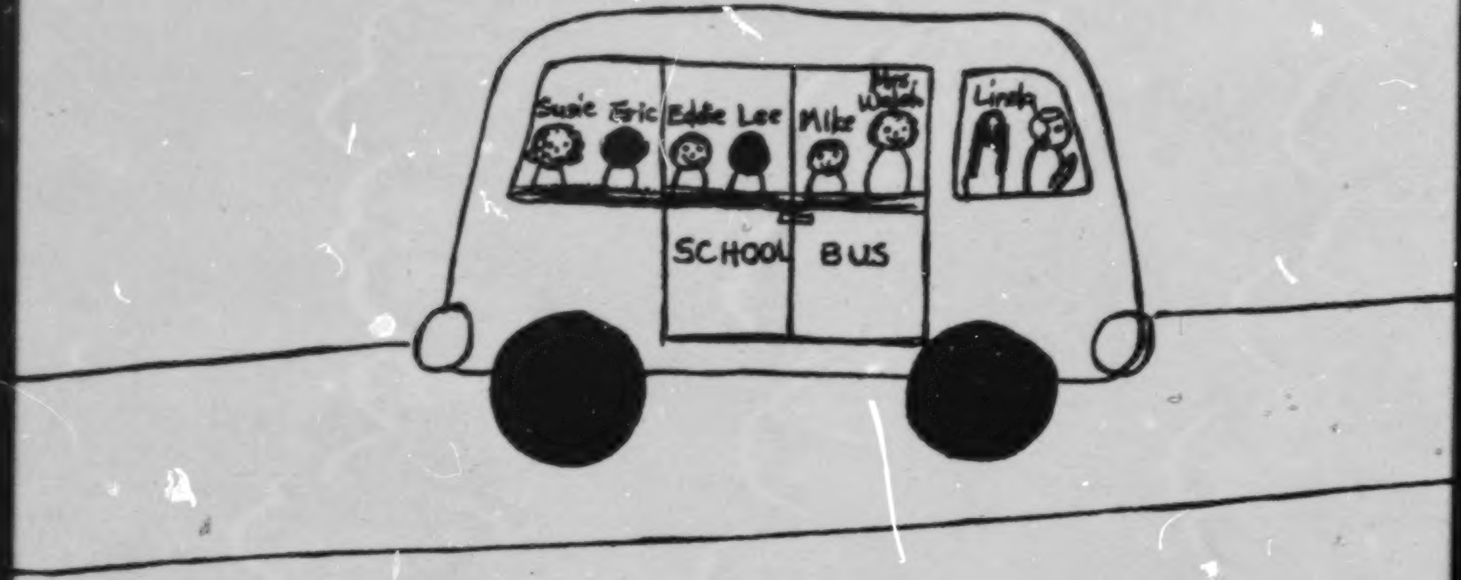
Camp



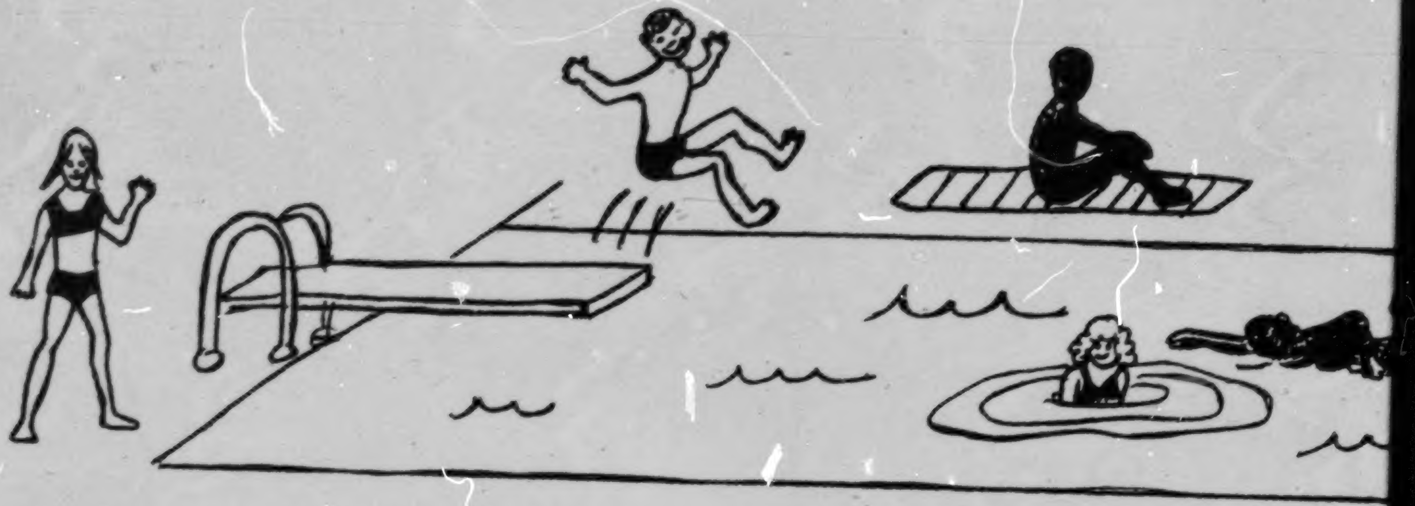
tent



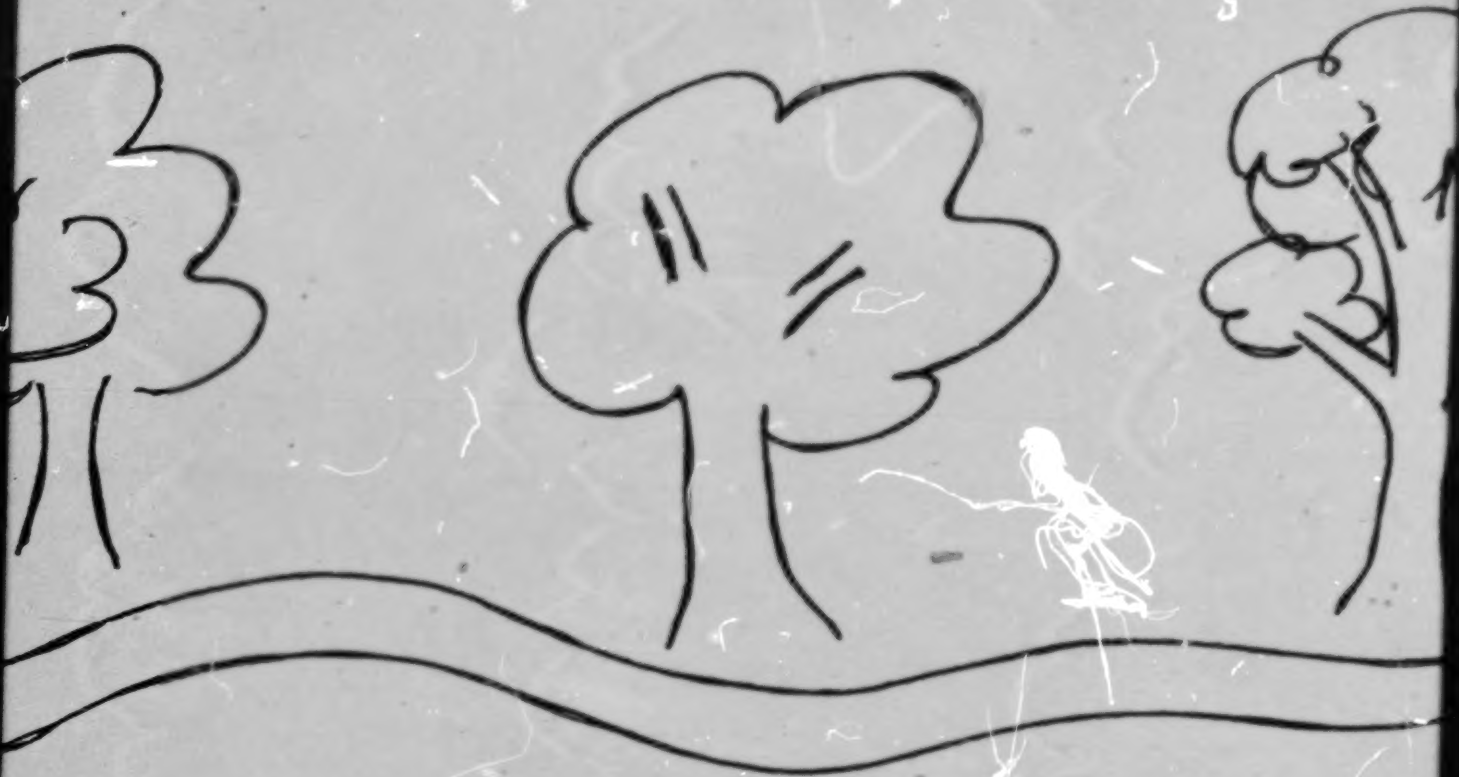
We are going to camp.


Susie
Eric
Eddie
Lee
Mike
Mrs.
Linda
SCHOOL BUS

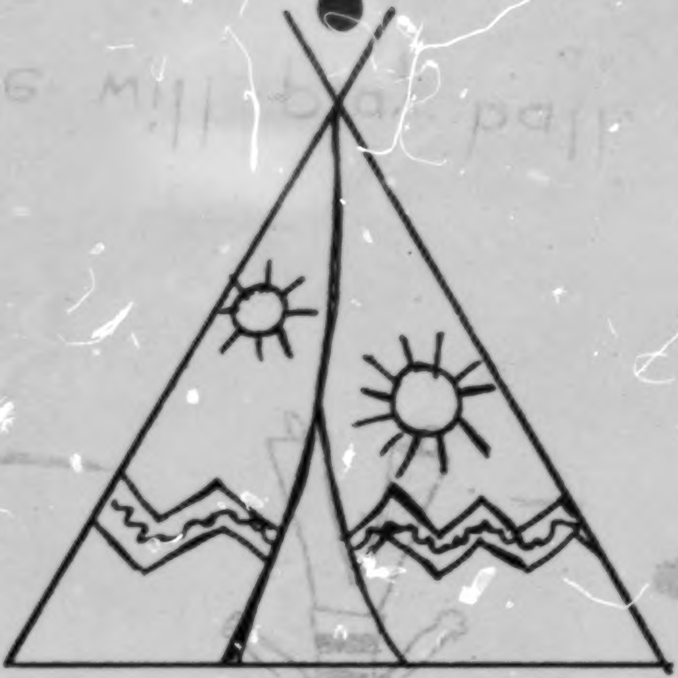
We will go on the school bus.



We will go swimming.

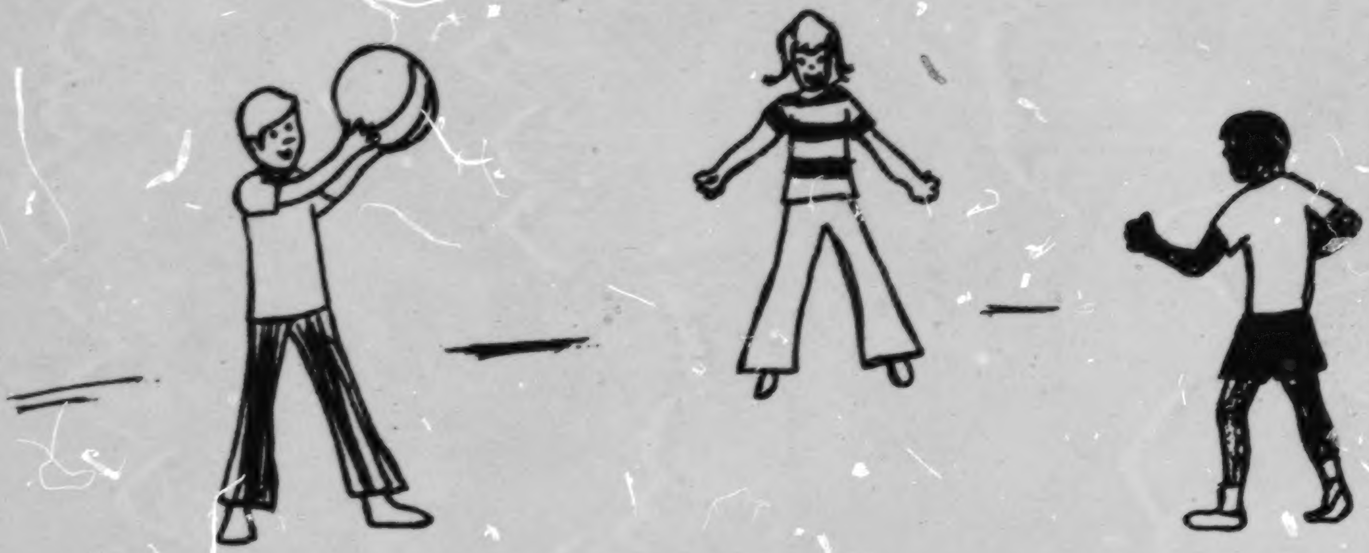


We will walk in the woods.

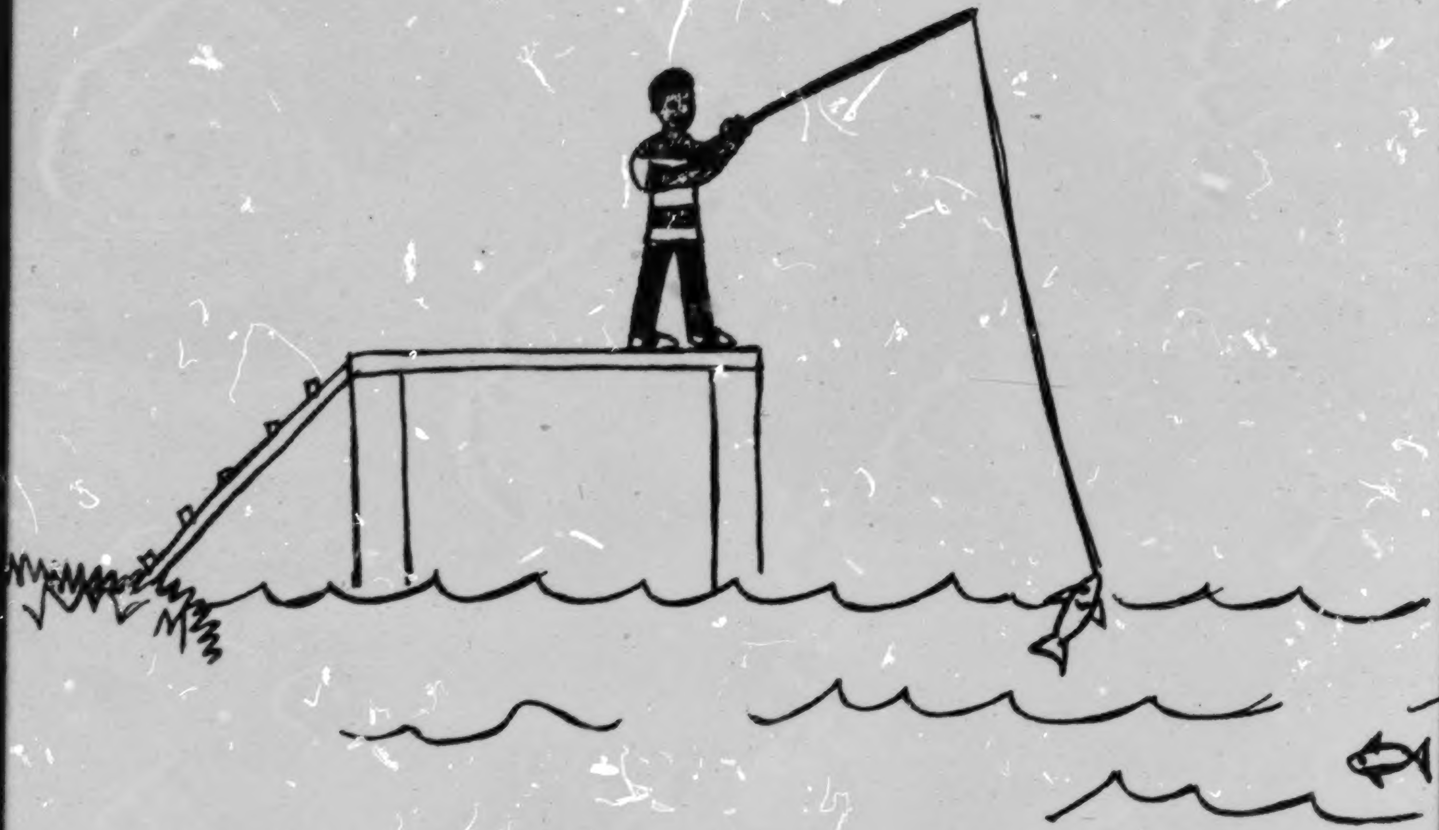


We will see a big tepee.

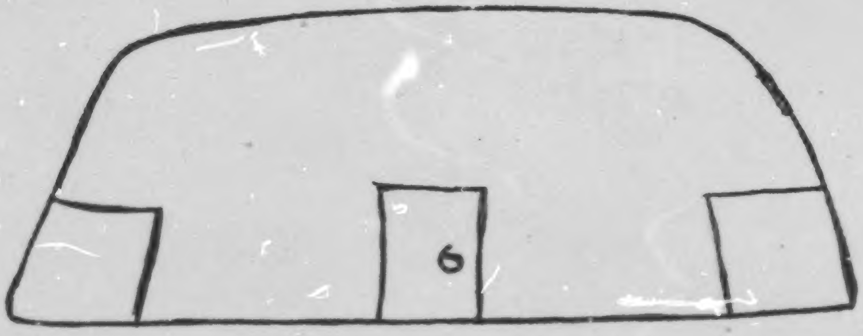
299

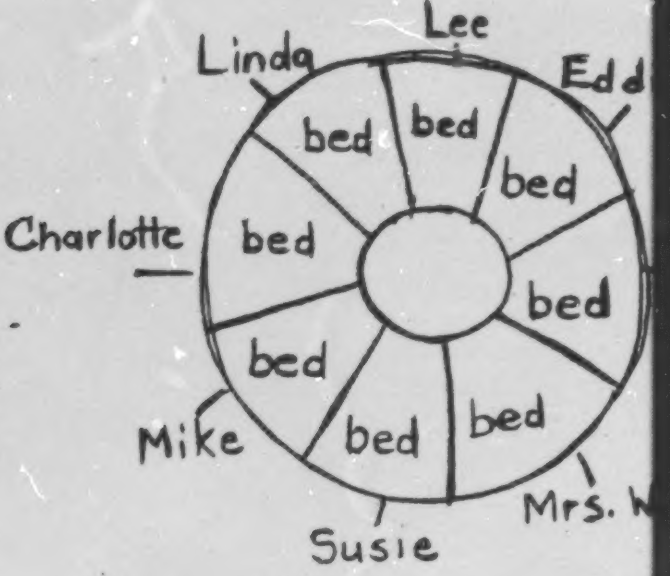


We will play ball.



We will go fishing.




Lee
Linda
Edd
bed
bed
bed
Charlotte
bed
bed
bed
bed
bed
bed
Mike
Mrs. W
Susie

We will sleep in a round house.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Word Recognition	Cards, manila tag board, magic markers. Use cards or make cards that will allow for print large enough to accomodate all visual problems. The print on the cards used in the Primary Class was quite large initially but was decreased progressively until it was evident the child could no see any smaller print.	Print all the words for which signs have been taught (including rebuses, other nouns, prepositions, verbs, pronouns, adjectives, articles and adverbs Have the child match the written words to pictures when possible. Example: Names of characters in story to picture of characters; Names of colors to pictures of colors; Nouns to pictures; Verbs to pictures denoting appro priate action. (This will enable the children attach a visual image to the wo

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
	Word cards	Have drills with word cards. Let children keep the ones they give correct signs for - hold the missed ones for review at the end of the activity.
Combining two words	Word cards	Using chartboard let children place words describing picture. Example: Blue ball (for a picture of a blue ball).
Combining three words	Word cards	Place words describing a picture Example: The blue ball.
Building sentences	Word cards	Have children build sentences t describe a picture. Example: The ball is blue. The girl is jumping. This is a boy.
Reading	Individual booklets (described earlier)	Let the children read the bookl

Curriculum Activities - Primary (Con't.)

At this juncture, the teacher was so excited by the progress shown by one of the students that she was eager to try a reading program with him. While rummaging through an old storage room at the Center (the building was previously an elementar school) she came across the "Sally, Dick and Jane" series including the "Big Book of Sally, Dick and Jane." This is the pre-primer reproduced (one page per card) on large cardboard sheets. This went right along with the method she had been employing (starting with big print and progressively reducing it). She took the Big Book (with permission) and introduced it to the class. All the children enjoyed it. Puff (the cat) became the favorite character.

The children never seemed to tire from acting out the pictures. Their favorites were Sally riding piggy-back on Dick and Puff hiding under the chair. The children then began reading the words under the pictures. Two children were capable of this and one child went on to the pre-primer. This same child has since gone into a school for the deaf.

Curriculum Activities _ Primary (Con't.)

Categorization

In this area the children are taught to put together or group objects or pictures that are alike in shape, color, or use such as picking out all pictures of chairs, all red objects, etc.

Activity	Materials Used	Procedure
Sorting	Colored buttons Colored cubes	Have the children sort the objects according to color and size.
Shapes	Attribute pieces	Have children group all triangles, circles, squares.
Classification Game	Game includes toy store, grocery store, and clothing store	Construct the three stores and let children place the objects (cardboard pictures) in the correct store.
Outside objects	Leaves of different colors	Let children gather leaves and group according to color and/or size.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
What goes together?	DLM Motor Expressive Cards #1 (#P 159)	Let children match cards that go together. Example: Astronaut with a rocket.
Picture Association	Association Picture Cards #2 (#P 156) (Six sets of 5 pictures each)	Let children group pictures according to common characteristic or function. Example: All the pictures of dogs, hats, cars, etc.

Number Concepts

In this area study centers around what numbers mean. Using the ideas already introduced in the categorizing activities, beginning set theory is presented. The experiences involved in sorting according to specific criteria contribute to the children's understanding of set concepts. The word "set" was never taught to the children. It was too abstract for their level of language development. Instead the word ALL was used initially when objects were grouped according to specific criteria. Example: All red, all cars, all triangles.

Activity	Materials Used	Procedure
Sets	Attribute pieces	Using yarn as set holders, let each child place his circle of yarn in front of himself. Pass around the box of attribute pieces. Have each child complete a set according to some specific criteria.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
		Example: John makes a set of red pieces, Susie a set of blue pieces, etc. Next have the children form sets according to shape, size and texture.
Outside sets	Collection of rocks, leaves, flowers, sticks, etc.	Draw circles (set holders) in sand or dirt. Let children group objects they have collecte

Up to this stage, the word ALL is used to denote a set. Now, the labeling of sets is begun, i.e., putting numbers to the sets. Repeat the above activities and have children place the correct numeral under the set. Example: John has 3 red pieces so he places a three under his set. The children are taught to count using manual numbers. As was previously mentioned, in the activities used in the pre-primary class, number concepts to 5 are not too difficult to teach as fingers can be placed on the corresponding number of objects using the manual numbers. Sets, it was found, helped the children with concepts beyond 5 in that "having things grouped together" added more meaning to counting than did counting things randomly. You might say the set holder served as a boundary for thinking and looking. A child's attention was called to an orderly grouping of objects. The set holder indicated that "attention should not go beyond the yarn." This type of attention limit is most helpful for multi-handicapped children.

Activity	Materials Used	Procedure
Forming and labeling sets	Pupil Packs by Instructo	Using individual flannel boards, flannel objects and flannel numbers, let children form their own sets and label them.
Magnetic sets	Seeing through Arithmetic Pre-Primary Kit - Scott, Foresman Kit includes cut-outs,	Using cut-outs and magnetic card, place objects that can be grouped into sets to the side of a set holder

Activity	Materials Used	Procedure
	numeral cards, magnetic tape, magnetic board, magnetic cord	made with magnetic cord. Put one object in set holder - let children place the other objects belonging to the set within the set holder.
One to one correspondence or Conservation of numerousness	STA Kit	Using the cardboard cut-outs of flowers and flower pots - have children form 2 sets - one of flowers, one of flower pots. Have children place a piece of magnetic cord from each flower to a flower pot. Change the positions of the objects and let children place cord again (revealing that change in placement does not change number of set.)

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Measurement Spatial Relationships, Etc.	STA Kit	Take children through the entire course given in STA Kit , if possible. Do not introduce a new concept until the ones previously presented are thoroughly understood. Activities for many of these concepts have already been listed under "Recognition of objects by name or sign." Example: big-little; heavy-light; tall-short.
Introducing Zero	STA Kit Yarn	Form several sets using magnetic cord or yarn for set holders. Place no objects in one set.

Curriculum Activities - Primary (Con't.)

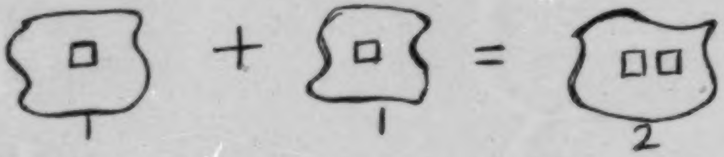
Activity	Materials Used	Procedure
		Count and label the sets containing objects. When you get to the empty set and the child looks at you questioning sign "nothing" and place the z under the set.
Union of sets or simple addition	STA Kit Yarn and objects	Place two sets of 1 object each side by side. Label both Have child count and sign 1, f each set. Slowly, while chil is watching closely, slide one piece of yarn over the top of the other, bringing the objec over also until you have one set (2 pieces of yarn, one on top of the other) holder and two objects.

Curriculum Activities - Primary (Con't.)

Note: Before the teacher began using set theory with the students she had attempted to teach one child simple addition He was, she thought, ready for it. She used objects and demonstrated 1 and 1 make 2. He went along with this, but he really did not understand it fully. When the teacher employed the foregoing set union with him, he saw what "1 and 1 make 2" was all about. He did a "double take" the first time it was demonstrated as if to say, "By George, she's right, 1 and 1 do make 2. I just saw it with my own eyes."

Later the symbols for plus and equals were introduced using the sets.

Example:



One activity that provided many learning experiences with numbers, objects and spatial relationships was the book by Dr. Seuss entitled "Ten Apples Up on Top". The children were given plastic apples with which to imitate. They received practice with number concepts. They learned how difficult it is to stack certain objects; what happens when objects fall; how difficult it is to balance objects on your head and that working with numbers was fun and exciting.

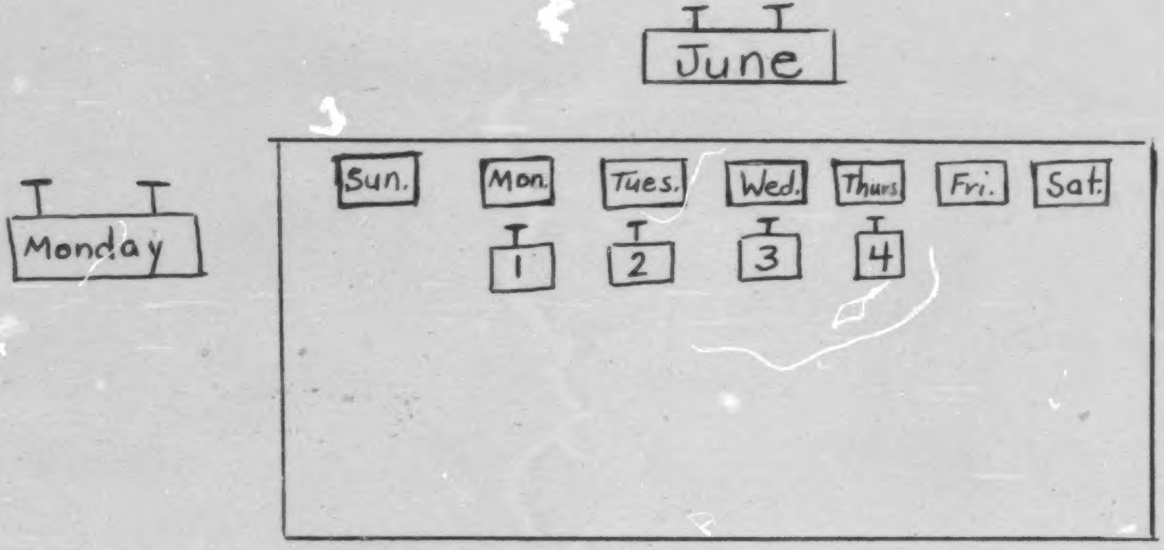
Spatial and Temporal Orientation

In this area exposure consisted of calendar work, the time of day, placement of objects in environment, seasons of the year and holidays.

Calendar Work

Calendar work serves as the daily opening exercise for the Primary Class. The children are seated around a semi-circular table. To their left is a large room divider with a pegboard back. Names of the months and days and numbers 1 through 31 are printed on white cardboard and cut to the desired shape and size. Large paper clips are attached to the cards. Hooks are appropriately placed on the pegboard and the calendar is constructed by putting on the appropriate month, day and date.

See example calendar that follows.



When a month is completed everyone gathers around the big calendar as the teacher and students remove all the days of the month. Everyone signs June is all gone. We have a new month. The name of the new month is then placed on the calendar. In addition to the large calendar, dittoes of the monthly calendar are used by the children for writing in the number of the day. Dittoes of the days of the week and months of the year are also used. The children draw a circle around the appropriate day and month.

Calendar Work (con't.)

The months are introduced and taught with some specific characteristics.

Example: March is the windy month.

April is the rainy month.

May is the month of flowers.

The area around the large wall calendar and the bulletin board are coordinated and display the specific characteristics of the month. Example: April is the rainy month. The bulletin board shows the Charlie Brown characters - Charlie Brown is holding an umbrella, Snoopy is sitting in a mud puddle. Colorful umbrellas with each child's name printed on one are placed above the large calendar. The children act out "raining, use of umbrellas, stepping in puddles, etc." All this gives meaning to the months. Without this type of teaching, months have little meaning to the children. Sure, they could be memorized by the children, but of what value would it be? These activities give the children a sensory image of the month.

The teacher and the assistant wanted to follow this same procedure for giving meaning to the days of the week. We had a large picture of the days of the week

Calendar Work (con't.)

showing Mother doing laundry on Monday, ironing on Tuesday, etc.; however, we wanted the days to have meaning for the children themselves and involve them personally. At Christmas, the teacher and assistant gave the children a large red wagon as a gift. The assistant constructed a large chart entitled, "Who Pulls the Wagon Today?" The days of the week were listed and each child assigned a day. At recess, the child whose day it was, got to pull the wagon outside. He was also responsible for bringing it in. Holidays were special events and the calendar, the bulletin board, and the entire room were decorated to emphasize the holiday. Many months' special characteristics was that of a holiday. October was Halloween month, February was Valentine month, etc. Mobiles were made often, depicting the holidays, and hung over the overhead lights. It was a lesson in motor ability trying to throw string attached to a magic marker over the lights for hanging. Occasionally it was difficult for adults to walk erect in the classroom because of all the hanging mobiles. From these activities the children learned such things as:

1. Names of the days
2. Names of the months

Calendar Work (con't.)

3. Holidays and their meanings
4. Characteristics of the months
5. The order of the days and months
6. The length of the months
7. Writing of numerals on calendars
8. The passage of time

Calendar Work - Other Activities

Activity	Materials Used	Procedure
What is today?	Large cardboard strips with days written thereon.	Give the children an opportunity to answer without help. Then show the n of the day. Have them sig
Spell it.	Large cardboard strips with days written thereon.	Pass the card around and l each child fingerspell or orally spell the day.
What month is it?	Cardboard strips of months.	Give children an opportuni to answer without help. If they answer the windy m by demonstrating wind, acc with praise; then show the

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Spell it.	Cardboard strips of months.	Pass the card around and let each child fingerspell or orally spell the month.
What is the number of the day?	Small cardboard squares with numbers thereon.	Give children opportunity to respond without help, then show the correct number. Let the children sign the number or orally identify the number.
Write the number on your calendar.	Dittoes of Calendar.	Let each child copy the number onto his calendar.

Note: Two children were not ready for fingerspelling or identifying months and days; nevertheless they participated in the opening exercise. When it was their turn, they were given small wooden letters to match with the written letters of the days and months. They were deriving pleasure from the group participation yet learning and responding on an entirely different level.

The Time of Day

Because of the structure of the classroom and the adherence to a definite schedule, it was quite easy to teach the time of day and the activities to be expected. The activities were called the "It's time for ________"activities.

Activity	Materials Used	Procedure
It's time for school. 9:00 a.m.	Clapper bell	Ring the bell for each child - sign, "Listen, John" then ask "What time is it?" The child signs, "It's time for school."
It's time to color. 9:30 a.m. Independent seat work		After completion of opening exercises, sign, "What time is it?" to each child. The children answer, one at a time, "It's time to color." Teacher signs, "Stand up and go to your desk."

Curriculum Activities - Primary (Con'.t)

The Time of Day - (con't.)

Activity	Materials Used	Procedure
It's time to look at the papers	Stamp pad Rubber stamp of large star Magic Marker Stapler	When all children have completed their seatwork - they have a brief free-time period and then gather around the table. The teacher gathers all the work folders and places them before her. The folders are labeled with children's names. One at a time the teacher holds up a folder and signs, "Whose papers?" The child must respond "Mine". The teacher then signs "Come here." The child comes to the teacher and sits on her lap.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
It's time to look at the papers (con't.)		(For these children this act is very rewarding.) Each paper is looked at individually. A child receives from 1 to 5 stars per paper depending on the accurateness of the work. The teacher signs the number of stars earned and the child places that number on his paper. If a paper is extremely good a happy face is drawn on. If the paper is messy a sad face is drawn and the teacher signs "Messy If the paper does not exemplify the student's ability, a sad face

Activity	Materials Used	Procedure
It's time to look at the papers (con't.)		is drawn with tears and the teacher signs "Mrs. _________ is sad." After all of a child's papers are looked at and graded, the child is allowed to staple his papers together and replace them in his folder. Note: The children became quite capable of judging their own work. They would sign the number of stars they felt were due and indicate whether they deserved a happy or sad face.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
It's time to play 11:30 a.m.		After individual work is completed, the teacher signs, "What time is it?" The children respond "It's time to play." Recess then follows. Occasionally, if a child tired of an activity or if it happened to be his day to pull the wagon and he was anxious to do so, he would attempt to hurry things along by looking at the teacher and spontaneously signing, "It's time to play."
It's time to wash your hands	Sink in classroom Soap - paper towels	This occurred after recess and the usual procedure was employ

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
It's time to eat 12:00 noon		Same procedure. Children are told to line up, John first, Joe second, etc. They then walk in line (hopefully) to the cafeteria. They are reminded to walk, not run. If a child does run, he is required to return to the classroom and walk to the cafeteria.
It's time for a nap 12:30 p.m.		Same procedure. Floor mats are placed on the floor. Each child is required to remain on his mat during this time.

Activity	Materials Used	Procedure
It's time to go home.		Same procedure. Enough time is allowed for each child to put on his coat (when applicable) and to collect his papers. The children then get on the school bus. The teacher and assistant say good-bye to each child and sign, "See you tomorrow. Tomorrow will be _______________." (name of the day).

Placement of Objects in Environment

Activities in this area are simply extensions of those used in the Pre-Primary Class. (See Prepositions - Pre-Primary). The prepositions are used in all situations.

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Mrs. Walsh says	Large cardboard box Chair Masking tape shapes on floor Wagon DLM Spatial Relations Cards	This is Simon Says activity. Tell children to get in, out, on, in front of, behind, next to - the object being used. Let children act out or demonstrate preposition (Placement shown on cards.) Example: Put flowers in a vase.

Serial direction - Sequencing

In this area such things as left to right progression, building stories with pictures and following directions in order are emphasized

Activity	Materials Used	Procedure
Sequencing	Let't Learn Sequence-Instructo	Using all of these materials, teach children to follow

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
	Sequential Picture Cards - DLM DLM Shapes Stamp Set Tell Again story cards	sequential pattern or place pictures sequentially so as to tell a story.

Motor Skills

Gross motor activities - Many of the children in the Primary Class will have reached age level in gross motor activities; however, some will still need help in this area. As many of the children's deficits in gross motor skills are due to poor vision, a weekly P.E. period is scheduled and taught by a mobility instructor and is designed to augment the activities of the classroom.

Activity	Materials Used	Procedure
Walking between lines	Masking tape on floor	Have children walk between lines
Walking along shapes	Letters, Shapes, designs made by masking tape on floor	Have children walk along the lines.
Jumping	Books, large blocks, hop-scotch patterns on floor	Have children jump over objects (or on hop-scotch patterns).

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Running	Safe, open space in classroom or on playground	Many visually impaired children are afraid to run for fear of not seeing what is in their path. Arrange for a safe open space, take the child by the hand and run with him. Once he is confident, let him run alone.
Recess	Playground equipment Swings, slide, monkey bars	Encourage all children to use the playground equipment.
Pulling the wagon	Large wagon	The activity requires use of many motor skills and visual motor skills. Let children pull the wagon down the hall and outside - pull classmates

Curriculum Activities - Primary (Con't.)

Activity	Materials Used	Procedure
Pulling the wagon (con't.)		in the wagon - learn to manipulate in certain directions - learn to turn it over and empty it and then upright it.

Fine Motor Activities

Training in this area includes coloring, cutting, pasting, tracing, copying, and writing, and is perhaps the area requiring most attention in the Primary Class. The children have become aware, have reached the mobility level, have received some language in-put and training and are now expected to undertake academic work. Fine motor skills are mandatory for completing many of the tasks that measure academic ability and allow for further academic progress. Training of fine motor skills with the students in the current Primary Class was begun initially during their enrollment in the "now-labeled" Pre-Primary Class. The types of problems in this area and methods of teaching used were unique to each child. It is felt a narrative describing the activities and progress of three of the children would best illustrate what can be done in training and developing fine motor skills.

Susie's Struggles (with Fine Motor Skills)

Susie is a profoundly deaf child with good vision, no serious physical motor handicap Initially, Susie exhibited an attention span best described as NIL. Coloring was the first activity presented to her in this area. She knew what was expected of her, but appeared unable to follow through. Cardboard stencils were placed on paper and taped to the table. All Susie had to do was color within the stencil; however, she could not keep her eyes on the paper. She would color a few strokes and look up and around the room. The words could not have been underlined because there were several opinions among the staff as to why Susie could not perform tasks. Some felt it was stubbornness; some felt it was retardation; and some felt she typified a learning disabled child, the writer being one of the latter. The writer felt the child simply was not able to perform even though she wanted to.

In addition to a poor attention span, Susie had much extraneous movement of her hands. She would fidget with the crayon, the paper, and the tape. She seemed unable to reach out, pick up a crayon and begin to color.

Curriculum Activities - Primary (Con't.)

Susie also required constant reassurance that what she was about to do was correct. Example: If she reached for the crayon - she only reached half-way and waited for the teacher to say, "Yes, Susie, that's right, pick up your crayon." She required this reassurance in everything she did.

It was about this time a Georgia State University student called and asked if she could undertake a behavior modification project with one of the students. She was told, "Yes, indeed, her name is Susie. We need to work on her attention span." The student worked with Susie many weeks. She removed Susie from the group, placed her at another table, withdrew many distractions by placing a mat in front and to the sides of Susie. The same task was continued - coloring within the stencil. Susie was rewarded with M & M's and/or raisins for attention to task. Gradually, the mat was removed and Susie remained at the table with rewards given on an interval basis. Eventually, as progress occurred, Susie was returned to the group table and the food rewards were replaced with teacher's praise. Susie did benefit greatly from the experiment, but her attention to task remained unsatisfactory for learning.

Susie did gain in fine motor skills in spite of her other problems. She learn to color within the stencil. The next step was removal of the stencil and substitu large shapes outlined in black magic marker. Susie colored in the "vicinity" of th outline, but not within the lines.

Curriculum Activities - Primary (Con't.)

Excerpts from Susie's folder indicate her progress:

December, 1971 - (month in which Behavior Modification Experiment was undertaken) - Susie benefited greatly from the work. She is now doing much better but occasionally has to be "called back" to the task. She cannot color within the lines.

January, 1972 - Susie's attention span has increased greatly.

February, 1972 - She has begun to make large movements in her coloring. A little progress was noted in "staying within the lines." Susie does not color a drawing completely; she colors only small portions.

February, 1972 - Susie still shows no interest in writing. She is tracing (broken lines) letters.

March, 1972 - Susie is beginning to color within lines. Presently she "fringes" everything when cutting. She is learning to trace letters.

April, 1972 - Susie has improved in her coloring. She will color the entire object (as opposed to small dots of color) if someone stands next to her and urges her on. She is capable of this activity but her attention must be constantly called to task.

June, 1972 - Coloring skills about the same. No further appreciable progress.

Curriculum Activities - Primary (Con't.)

Final report - 1971-72 School Year - Susie's attention span has increased greatly since the beginning of school; however, it still remains less than effective for learning. The behavior modification tactics proved most helpful, but did not alleviate the problem. It is possible Susie would benefit from medication and a request has been made by the teacher for a neurological examination to explore this possibility.

Susie's extraneous movement of hands and body have not decreased with time. Susie initially scribbled with crayons and pencils and fringed paper when cutting. She is now beginning to color within lines and is tracing letters. She continues to "fringe" everything when cutting.

Susie received training in other areas during the first year; however, the problems affecting her development of fine motor skills also affected the other areas. She would learn new things and be able to retain them for a few days, then forget them. During the first months, it was a sure thing that what Susie learned during the week would be forgotten over the weekend. She improved a little as time elapsed and was able to retain some of the signs she was taught, the signs for food in particular.

Curriculum Activities - Primary (Con't.)

Year Two - Susie Puts It All Together

Susie returned for her second year of school and it was anticipated that she would continue to remain at the bottom of the class and would need much more individual help. Specific objectives and procedures were outlined for Susie and begun immediately. The assistant had been assigned to Susie for exhaustive individual attention.

To our amazement and satisfaction, Susie reached the original objectives rapidly and retained the material. In fine motor skills she advanced to coloring well, tracing letters, writing letters and connecting like objects with lines. She is able to do her seat work independently.

She also improved in all areas of learning. Her attention span is sufficient for gathering information and performing "short term" tasks.

Lee's Labors (With Fine Motor Skills)

Lee is profoundly deaf and has vision in one eye only.

Lee presented no great problems with fine motor activities until work was begun with letters and numbers. He simply could not copy a letter correctly. His strokes were often backwards, he reversed d, b, a, and e consistently. He copied his name thusly: Lɘɘ As these behaviors are usual with many children just beginning to write, it was felt that perhaps Lee would be able to overcome them with time and repetition. This did not happen and special methods were employed to help him.

Excerpts from Lee's folder:

February, 1972 - Lee's attempts at writing have brought to my attention his poor perception of direction, spacing, and reproduction. He is still unable to copy his name correctly. He has been required to trace the sandpaper letters with his finger and has had his hand held while writing his name. This has not brought about much progress to date.

March, 1972 - Lee's coloring has improved immensely. He does beautiful work in this area. He follows broken lines well. He cuts fairly well. Thus far, Lee shows little interest in writing.

April, 1972 - Lee cuts, colors, and pastes well. He still has trouble with writing. It required much time for Lee to learn to make one letter correctly. He is now able to make an L. Lee's problem seems to be perceptual.

June, 1972 - Lee colors well. Attempts with writing have pointed up a weakness. Lee is unable to copy his name correctly. He continuously reverses his letters. Repetition and assistance have not corrected the problems at this date.

Final Report - 1971-72 School Year - Lee's first efforts at tracing letters were poor but with practice he became better. All during the school year Lee presented as a child with perceptual problems (in this area). Repetition and practice did not enable him to correctly write his name. He continued to reverse the letters up until the last day of school. This problem is not evidenced when dealing with objects - he does well with puzzles, pegboards, cutting and coloring. It is only when the written word is presented that the problem becomes apparent.

School Year - 1972-73

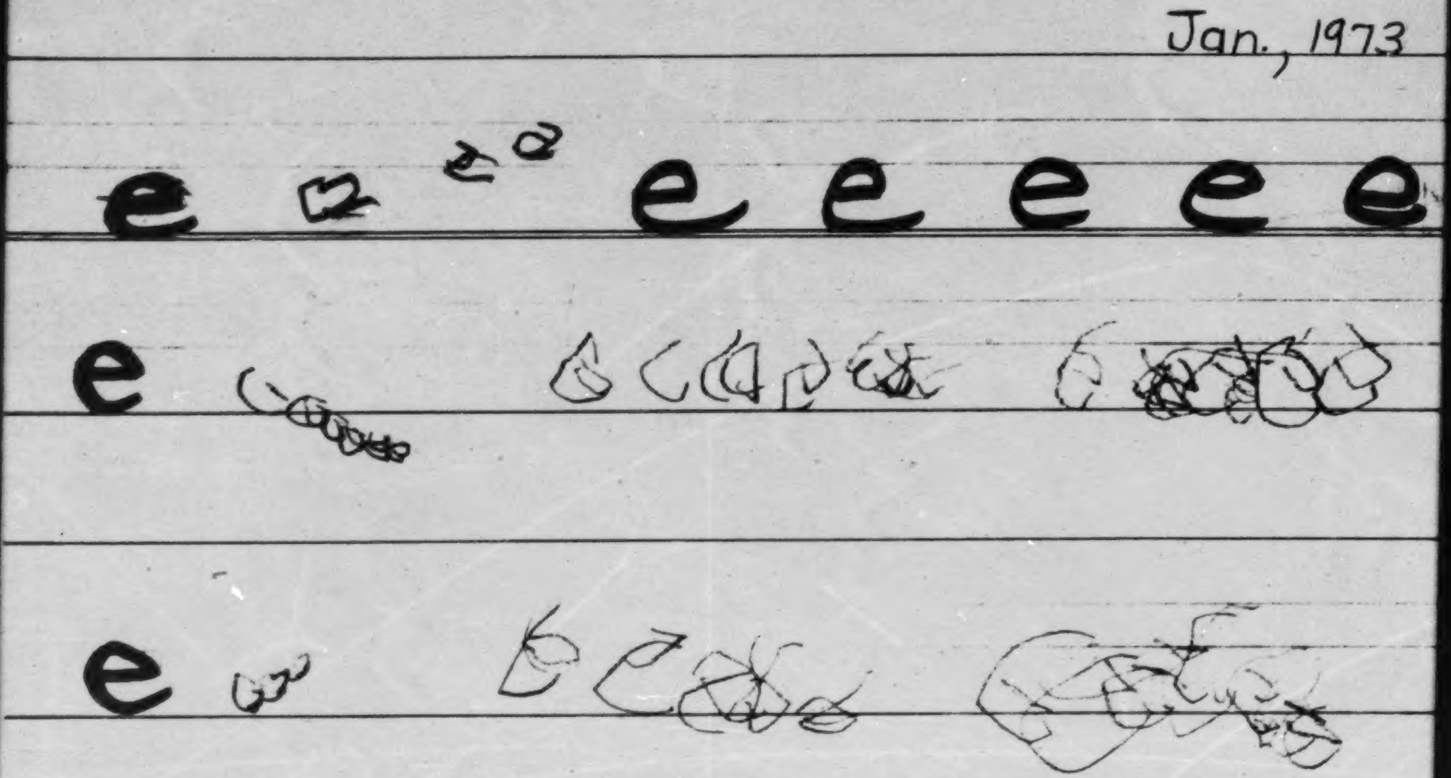
September, 1972 - Again, Lee's perceptual problem is slowing his progress in writing. He works very hard in this area and from repetition has finally learned to write his name correctly. Tracing activities, both on paper and in sand, have helped Lee in writing skills.

March, 1973 - Lee continues to have difficulty perceiving and transferring to written symbols.

During his second school year, Lee spent much time making letters in play dough and on the geoboard and in walking on tape letters. (These methods will be described later.) These activities seemed to be the most helpful to Lee. He continues to need this help with each new letter, but once he has finally learned the strokes of a letter, it is his.

Curriculum Activities - Primary (Con't.)

Following are some examples of his writing practices during the second school year.



Jan., 1973

2/21/73 Lee

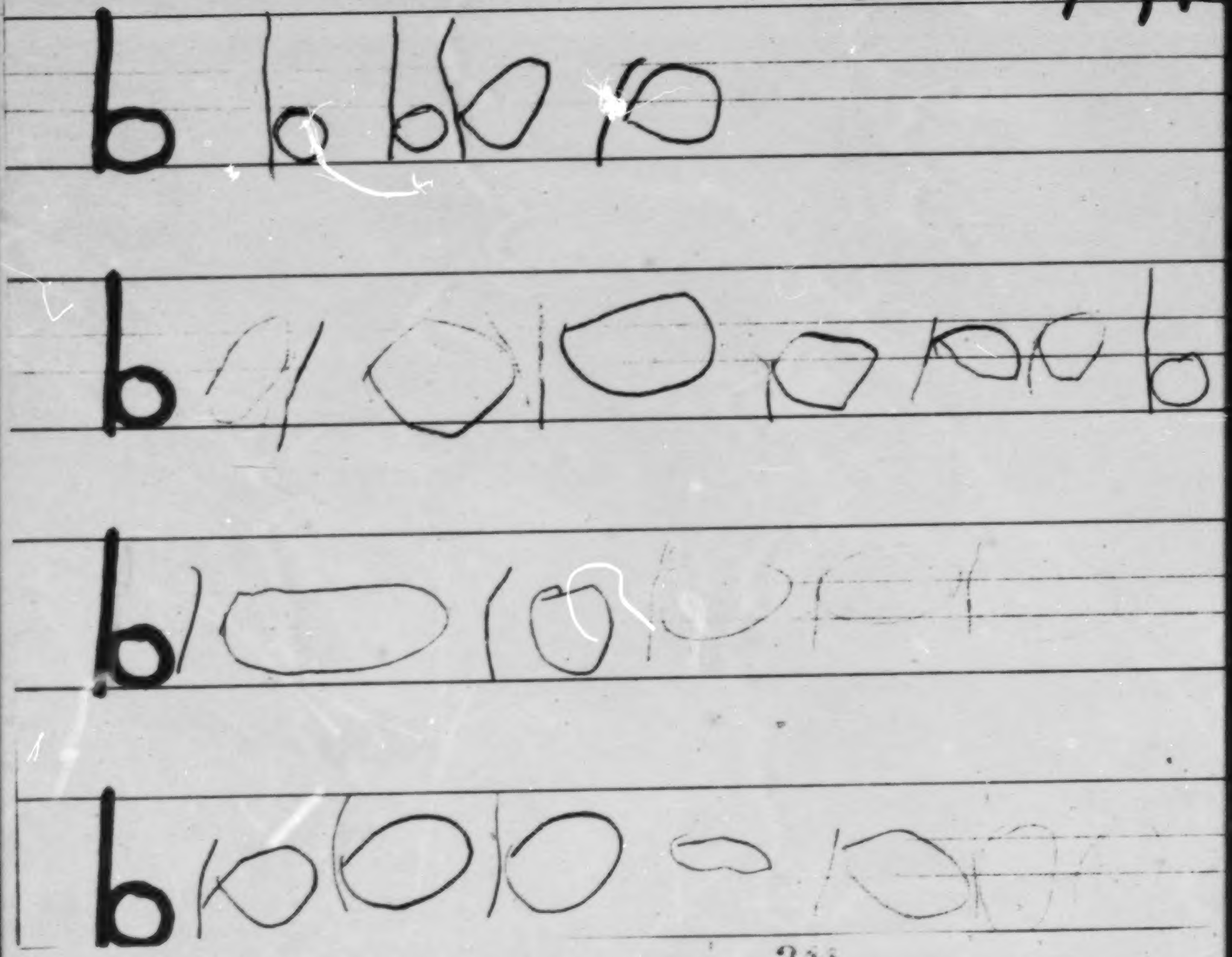
b b b b b b

b b b b b b

b b b b b b b b b

b a a b a a a

Lee 2/21/73



2/21/73 Lee

O O O O O O O O O

O O O O O O O O O O

O O O O O O O O O O

O O O O O O O O

Eric's Efforts (At Fine Motor Skills)

Eric had cataracts removed from both eyes and has a hearing loss in one ear.

When fine motor activities were first introduced to Eric they had no meaning whatsoever to him. He was six years old and the teacher felt that, because of his poor vision, Eric was not a candidate for the school of thought that feels a child will "do it when he is ready." Eric needed exposure and training in this area if he was ever to develop the skills. Eric's vision was good enough for mobility and locating large objects; however, a picture meant nothing more than a piece of paper or cardboard which he could manipulate or crumble.

Coloring activities were initiated using cardboard stencils. Eric would take the crayon and color vigorously over the stencil, without looking. He much preferred to "flick" the crayon in front of his eyes. Eric was constantly reminded to look at what he was doing. With repetition and persistence Eric did learn to look at his work.

Excerpts from Eric's folder:

December, 1971 - Eric has not progressed greatly in this area due to his poor vision. His coloring papers were first placed under a cardboard stencil to confine his coloring to the proper reproduction and to assist Eric in learning the shapes of circle, square, and triangle.

The stencil was replaced, after a month's time, by a thick black line. Eric tries but is unable to stay within the lines.

Eric does not cut well. He has not mastered the finger movements required in cutting. He is still working toward this skill.

March, 1972 - Eric is just beginning to show improvement in coloring and cutting. He can stay within lines to some degree if the object is outlined with a thick black line.

April, 1972 - Eric is still doing poorly with these activities. He is now able to work a few simple puzzles; however, he becomes frustrated easily and asks for help.

June, 1972 - Eric showed a little progress in his coloring activities. He appears more interested in the activity and more knowledgeable of the task.

Final Report - 1971-72 School Year - Eric had very poor visual skills at the beginning of school. It is felt his sight must be limited; however, with training Eric progressed greatly in the use of his vision. Initially, when given a picture Eric would either flick it before his eyes or crumple it; subsequently, he learned to view a picture first by looking at it in pieces, then as a whole. He progressed to such an extent that he eventually had no trouble with figure-ground discrimination. Eric currently performs best with large pictures and large print. He is beginning to color within lines, and is attempting cutting. He will scribble with a pencil, magic marker, or crayon. He can draw a circle correctly. Eric's grasp of many objects remains infantile.

Eric initially could not put together a simple puzzle. He is now able to do this. He can also string beads and put pegs in a pegboard. His visual perceptual skills have increased from the three year level to the five year level.

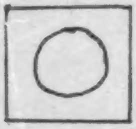
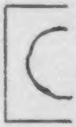
1972-73 School Year

Eric learned to write letters and his name. A special box was outlined for each letter in his writing practice. Eric was fitted with glasses during this school year. These glasses (magnifying lenses) allowed Eric to bring his head up from his work enough to afford a more appropriate writing position. Eric will always need large print; however, much training was necessary to teach him to use his vision and reach this stage.

Eric progressed to coloring objects and figures (boy and girl). He could stay within lines, but often did not. He worked too rapidly. He also learned to cut fairly well.

Activities for Fine Motor Development -

Eye-Hand Coordination

Activity	Materials	Procedure
Coloring in stencils	Heavy cardboard squares, cut out shape within the square, leaving a frame 	The child colors within the frame. Insist that the entire area be colored.
	Remove one side of the frame and substitute a heavy black line (magic marker) for the missing side. 	Have child color within the circle.

Activity	Materials	Procedure
	Cardboard stencils Black magic marker	Remove top strip and substitute heavy lines. Remove bottom strip and substitute heavy lines. Use only heavy black lines.
Coloring pictures	Dittoes	Later progress to regular pictures, keeping them large in size and not too complicated. One object per page. (Some children may still need a heavy outline for visual aid.)
Coloring appropriately	Dittoes	Teacher should demonstrate by coloring a ditto for the children. Example: A ditto of an apple is colored, the apple red, the leaves green.

Activity	Materials	Procedure
		Use objects that are familiar to the children and whose colors are constant. Progress to objects that can by colored many different colors. Let the child choose the color he wishes to use. Introduce pictures of boys and girls. Teach children to distinguish between clothing (to be colored) and skin areas (not to be colored).
Cutting	Training scissors (double handles) Right and left handed small scissors	Initially give children pieces of paper to cut. Observe and note those who need help. For these children it is helpful to use the training scissors

Activity	Materials	Procedure
		to allow them a feel of the movement of cutting.
Cutting	Tagboard	Start with sheets of tagboard. Cut to a size that can be easily handled by the children. Draw a heavy black line down the center of the sheet. Have children cut along the line. Use same paper and draw on curved lines, diagonal lines, zig-zag lines, circles, squares, etc., depending on the child's progress. Note: If you have any hearing children, use the words open-close, open-close as you demonstrate the use of scissors.

Activity	Materials	Procedure
		If you have blind children, place textures next to the lines to give them direction. Example: On the tagboard draw your line, then tape strips of felt, sandpaper, etc. to the sides of the line. Have child cut between the felt, the sandpaper, etc.
Messy, messy, messy!	Paste Finger paints Paint smocks	Start with large sheets of paper. Have children cover entire surface with paste or finger paint. When pasting, place another sheet on top of paste - covered one to show the children "what paste does."

Curriculum Activities - Primary (Con't.)

Activity	Materials	Procedure
		Allow freedom to spread at will with the finger paints.
Messy, messy!	Paste Tissue paper (torn in strips) Scraps of construction paper Leaves, weeds, flowers	Have children make collages by pasting objects onto cardboard, tagboard, or construction paper
Messy!	Dittoes, construction paper Stickem-type books	Give children dittoes with outlined shapes. Have them paste appropriate shape within outline. Using the commercial stickem-type books let children remove pictures from pages, lick and glue to the appropriate outline.

Activity	Materials	Procedure
Painting	Easels Paints Brushes	Allow the children to express themselves freely. Talk about the pictures - What is it?, etc. Usually the children have nothing definite in mind when painting; however, they can often find something in the completed painting.

Note: Most important - For those of you who do not know - the primary purpose of a crayon is that it is an object from which you must peel away all the paper thereon; the primary purpose of fingerpaints is for coloring your hair and face or any convenient object at hand or better yet the person sitting next to you; the primary purpose of paste is for tasting, for spreading beyond your paper's boundaries, and for wiping on your neighbor's clothes when you want to get rid of the darn stuff; the primary purpose of magic markers is for writing on objects you have been told not to write on, for coloring in (very neatly) the lense of your glasses or portions of your auditory trainer, for smelling (being sure the tip of your nose is colored in the process); the primary purpose of paints is for seeing how fast you can cover a page with one color and dip into another color before someone "beats you to it," for mixing, mixing, mixing until you come up with a surprise color such as mauve and your dumb teacher doesn't have a sign for that color, for spilling on the carpet, being sure it's a color that will not blend in, but blatantly clash with the color of the carpet, for polishing shoes or completely changing their color; the primary purpose of a pencil is for breaking the point, thereby being unable to complete your work until you get permission to sharpen it, at which time you must assure the teacher the pencil sharpener needs emptying and if she refuses to let you do it - then you must spend at least five minutes enjoying nature as seen through the window facing a four-lane expressway, and the primary purpose of all these materials is to afford a gutsy, sensuous outlet for any frustrations you have been harboring.

Activity	Materials	Procedures
Connecting dots	Tagboard Magic markers Crayons	Begin with only two large dots Let children connect with magic marker or crayon. (Insist on

Activity	Materials	Procedure
		left to right movement.) Increase the number of dots gradually. After you feel the concept of left to right is formed, place dots to teach top to bottom, corner to corner, etc.
	Large primary pencils	Introduce pencil here - paying attention to the grasp. Do not exclude a child from pencil use because his grasp is incorrect. Occasionally say, "Let's try it this way" and show the correct grasp. The child will usually correct it himself when his coordination is sufficient.

Activity	Materials	Procedure
Following broken lines	Dittoes of letters, numbers, shapes	Let the children follow the broken lines. This gives the feeling of movement necessary for making a letter, a number, a shape, yet does not require the memory of that letter, number, or shape. All efforts can be directed to the physical reproduction.
Following lines	Printed letters, numbers, objects covered with plastic folders Crayons Cloth	Children follow the outline with crayon; rub it off with cloth and repeat the task.
Sand writing	Large container of sand	Children write in sand with their fingers, erase with palm,

Activity	Materials	Procedure
		and repeat the task. This can also be done outside in the dirt, first with fingers, then with sticks.
Clay writing	10" x 10" piece of board Modeling clay Stylus or ball point pen	Cover the board with a thin layer of modeling clay. Have children write thereon with a stylus or ball point pen. The clay offers enough resistance to slow down the movement and allow for close observation of the detailed construction of a letter, etc.
Geoboards	10" x 10" boards with small nails (10 rows across, 10 rows down) Colored rubber bands	Using the rubber bands have children construct letters, numbers, shapes, and objects. They give good tactual exposure.

Activity	Materials	Procedure
		The colored rubber bands may be used to show the different parts (or strokes) of letters, numbers, shapes, and objects. Example: For an L use one color for the up and down and one color for the across stroke. This is very helpful for children with perceptual problems.
Pre-Writing Book	*My First Pre-Writing Book*, by Nick Bricknell Horwitz-Martin Publishers (Australia)	This workbook offers practice in connecting lines, tracing, copying. It is attractive, motivating, and the figures are large.
Copy work	Dittoes Pencils	Children copy the letters, numbers, shapes, and words on the dittoes.

Curriculum Activities - Primary (Con't.)

Activity	Materials	Procedure
Color splashes	Dittoes with colored splashes placed on them	Example: Make a splash of red with a magic marker. The children label the color on line provided next to splash. You may do the same with objects.
Following written instructions	Dittoes with written instructions	The children read the written instructions and complete the task. Example: Color the ball red.

Curriculum Activities - Primary (Con't.)

Sample Schedule

9:00-9:30 - Opening exercise - Calendar work (total communication used at all times.

Teacher: "Good morning" to all students

Students: "Good morning, Mrs. Walsh"

Teacher: "Listen, (rings bell) What time is it?"

Students: "It's time for school."

Teacher: "What is today?"

Students: "Today is ____________."

Teacher: "What month is it?"

Students: "The month is April, the rainy month."

Teacher: "What is the number of the day?"

Students: "The number is 2."

Teacher: "Spell the day."

"Spell the month."

"Spell the number of the day."

Students: Fingerspell from printed cards.

Teacher: "Write the number of the day on your calendar."

9:30-10:00 - Teacher: "What time is it?" (Asks each child.)

Students: "It's time to color."

Teacher: "Stand up and go to your desks."

Students go to individual desks.

Seatwork folders, crayons and pencils are passed out. Children complete their seatwork.

10:00-10:15 - When seatwork is completed children may choose objects from free time table: puzzles, books, blocks, puppets, etc. Free time here serves as a motivator for completing the seatwork and allows for a break from structure and the intensity of tasks.

10:15-10:45 - Teacher: "What time is it?"

Students: "It's time to look at the papers."

(Allow plenty of time for this segment as this is the time the students are specifically rewarded and reinforced for all their learning. Their seatwork is designed to reflect and measure their progress in academic work.)

When everyone is seated, the teacher collects all the work folders and places them in front of her. To her side she places a stamp pad and a rubber stamp of a large star, a magic marker, and a large stapler.

Teacher: (Holding up first work folder) "Whose papers?"

Student whose name appears on folder: "Mine."

Teacher: "Stand up and come here."

Student comes to the front of table and sits on the teacher's lap, or if he prefers he could sit on a chair next to the teacher. Both options are available to the students; however, all the students in the class have elected to use "the lap." Two of the children are rather large and heavy but the teacher only kiddingly refers to this and does not, in any way, suggest that she would prefer they sit in a chair. One child concluded, on his own, that he just might be "squashing" the old lady and took a chair out of concern. It was noted, however, that at least once a week he would choose the lap and the teacher was pleased to oblige.

This is also a good time for the students to "explore" the teacher. Such things as different hair-dos, lipstick, eye shadow, teeth, jewelry (especially earrings), the texture of the hair, and a close-up smile are examined. The children are not allowed to draw out this exploration but neither is it discouraged. On many occasions, it is used as a learning experience (yes, the seatwork correction can wait a little while). For example, a large pair of earrings can be used to call attention to the ears (a body part). The children take turns putting them on and going to the mirror to look at themselves. The hair color and length can be used to point out differences (how many have brown hair, black hair, blonde hair? Whose hair is long and whose is short?) One child adores the smell of the teacher's hair and calls attention to it often - then every child gets a sniff and signs "Good."

These are spontaneous learning activities and simply would not mean as much if they were planned.

Back to the Papers

The child opens his folder. Each page is scrutinized and rated on a 1-5 star scale. The child is informed of the number of stars earned (number concept reinforcement). He places the stamp on the stamp pad and then his paper (fine motor skills - eye-hand coordination) and repeats until the correct number of stars are applied. If the paper is extremely good, the teacher draws on a smiley face (magic marker) and the teacher and the child sign "Happy" (emotions). If the paper is messy, a sad face is drawn (emotions). If the paper is poorly done or shows lack of effort, a sad face is drawn with tears streaming from the eyes. The teacher says, "Ms. ________ is sad. You did not do good work today." All eyes are on the paper (attention) waiting to see if the face smiles, looks sad or cries (emotions). Invariably all the students will react with the emotion depicted by the face drawn on the papers. A word of caution: The teacher should not overdo the crying. Keep it short and not too painful looking. On one occasion, when the teacher acted too well and too convincingly, two of the little boys became quite perturbed and rushed to comfort her. Subsequently, she "cries" briefly and smiles quickly thereafter, signaling that she is o.k. This is one of many indications to the teacher that her students want so very much to please her, also their concern and affection for her is genuine and undefiled. Perhaps their level of language or exposure to the "games people play" is limited and therefore their emotions are not yet "tools" for use. One child has reached the stage of game playing and uses it quite effectively. He is a beautiful "soft soaper."

Just one more comment and we will get back to the "papers." These children naturally had experienced emotions, but initially they had no language with which to label them. They were taught signs for all the emotions and acted them out. Often, after labels for the emotions had been learned, the children would label and sign the emotions displayed by people around them. The teachers do not hide their emotions and the students enjoyed calling attention to them. Several times when Eric would get out of his seat the following dialogue would take place.

Teacher: "Eric, sit in your chair."

Eric: "Me Walsh angry - Eric sit down."

Teacher: "See the rules on the blackboard, what do they say?"

Eric: "Yook - yisten - yit in your chair."

Teacher: "Well, do that and I won't be angry with you."

Eric sits down and smiles.

Recognizing an emotion and having a name for it helps a child to express an emotion and then forget it. Before this ability was acquired the children would have spurts of anger which were controlled by such statements as "Stop it" or "No." This was much less effective. The behavior was getting too much attention (in efforts to control it) and the behavior lasted longer. Now the children can sign and say "I'm angry," "I'm sad," etc., and having expressed it, forget it. Back to the papers --

After all the child's papers are corrected, he gets to staple them together (fine motor skills - eye-hand coordination). Be alert here and be sure the children know not to put their fingers close to the stapling area. The teacher would demonstrate this danger by putting her finger where it could be hurt and removing it and saying "Ouch!" and then signing "hurt."

Another unplanned learning experience resulted from the use of the stapler. One day the stapler ran out of staples. Fortunately, for the students' sake, the teachers were not organized and had allowed this to happen. When no staples came out the children looked to the teacher for an explanation. She signed "Staples all gone." From this experience the children learned how to open the stapler and how to refill it, also where the staples were kept.

Sometimes, the teacher would forget the stapler, the magic marker, the stamp pad and stamp, on purpose and pretend that she forgot them (it's nice to see the teachers aren't perfect.) The children were directed to "Go get the stapler," etc. (following commands, gross motor skills, spatial relations). Changes in location of the objects can be effective in that the children must pay close attention to directions.

At the end of the "correcting papers activity" assign a child a certain object to put away. These they must return to the correct location (to emphasize a "place for everything" order and also to enable the teachers to locate them later.)

"Correcting the papers" is a happy time. No matter how poor the work, there is always something found worthy of praise and recognition. The children have tangible evidence of their efforts and reward. The papers are sent home each day with the children. Notations to the parents are sometimes made on the papers. One child noticed this happen several days in a row on his papers. The teacher made no comment to him, but subsequently when she again made a notation he looked at her and signed "Mother-father." The teacher smiled and replied, "Yes, for your mother and father."

10:45-11:00 - Auditory Training

Of the six students in the current primary class, three are profoundly deaf, two are hearing impaired, and one is a normal hearing child. During Auditory Training, the hearing child often joins a language class for pre-schoolers in the Center. If he remains in the class, the auditory training is helpful in correcting his speech problems.

All students, with the exception of the hearing child, have individual auditory trainers, which can be adjusted for use as a regular hearing aid or for a "closed circuit" type aid. The "closed circuit" aid allows the child to hear only the person speaking into the teacher's microphone. All extraneous noise is eliminated by this position.

The children put on their trainers before school starts. They have been taught to do this themselves (with a minimum of help). The children wear the trainers until recess time when they are taken off simply to allow more freedom for play.

Auditory training activities consist of:

On-off awareness
Letter sounds and/or lip reading
Rhythm band activities
Animal sounds - environmental sounds
Pronunciation of words

With the use of amplification and auditory training two of the profoundly deaf children have learned letter sounds and a few words. The other profoundly deaf child is unable to reproduce any sound, but has learned the mouth movements (lip reading) for the sounds. One hearing impaired child learned all the letter sounds and the letter names.

One of the letter sounds activities used is the presentation of black letters written on bright construction paper squares (upper and lower case letters are used). The children are told they must give five correct sounds to get a hat. The "hats" are cardboard crown-type hats given away by a well-known "hamburger joint." Again, this reward prompts several spontaneous learning experiences. All children love hamburgers and they all are aware of the hamburger store either from a personal visit or by way of T.V. commercials. They never tire of talking about where the hats come from. When the hats were used for the first time, one child got terribly excited and began "signing away." After several attempts to interpret his erratic signing, the teacher finally got the following message: "Eddie, Mother, Father - car - drive - hamburger - French fries - coke - good." Eddie had definitely frequented the place of business of our benefactors.

The hats are the type that can be adjusted to fit by placing a tab in one of the number of slots. This factor enabled the children to see that all heads are not the same size. They used "too big" and "too small." They were able to locate the one they had the day before by trying them on until they found one that fit.

These hats are special treats that can be enjoyed only when one works hard and succeeds. They occupy a special place on top of the book case where they can be seen but not touched until earned. By keeping them special, they retain a good reinforcement quality.

11:00-11:30 - Individual work
"Small" group work

The teacher attempts to work with each child individually during the day. Often it is possible to work with two or three children who need assistance in the same area. The teacher and assistant each take a small group or one will take one child while the other takes the remaining children for group work.

Some of the areas covered are:

- Reading
- Perceptual training
- Fingerspelling/lip reading
- Shapes - comparisons
- Emotions - drama
- Conversation skills
- Colors
- Manual signs

The teacher and assistant often switch groups after 15 minutes so each child gets to work with the teacher and the assistant.

11:30-12:00 - Teacher: "What time is it?"

Students: "It's time to play."

Teacher: "Whose turn is it to pull the wagon today?"

Students: "Mine" or "It's ____________'s turn."

Teacher: "Line up."

The children line up and go out to the playground. The children are allowed to do what they please on the playground (within reason). They are encouraged to play with the other children at the Center.

If a child exhibits a fear of any piece of equipment he is helped to overcome this by constant reassurance (verbally, manually, and physically) that he will be all right. The teachers are often called upon to prove the safety of swings, slides, see-saws, etc. by participating themselves.

12:00-12:30 - Teacher: "What time is it?"

Students: "It's time to wash hands."

The children take turns washing their hands independently.

Teacher: "What time is it?"

Students: "It's time to eat."

Teacher: "Line up. Remember - walk, no running."

Children line up and walk to cafeteria.

12:30-1:00 - Nap time

Children return to classroom and rest on mats.

1:00-1:30 - Individual work

1:30-1:45 - Preparation to go home. Children help straighten room, put on coats, get their papers and any other belongings.

1:50 - Teacher: "What time is it?"

Students: "It's time to go home."

2:00 - Children board buses.

Teachers say good-bye to each child and say, "See you tomorrow. Tomorrow will be ____________," (Day of week).

Sample Lesson Plan
for Unit Study

Unit: Transportation

Language Activities:

Signs to be learned:

Nouns	Verbs	Prepositions
car	push	over
truck	pull	under
bus	fly	on
train	ride	
airplane		
bicycle		
tricycle		
boat		
school bus		
cab - taxi		
wagon		

Visual Activities:

Using toy vehicles and pictures of vehicles:

Figure-ground training

1. Finding objects in large picture
2. Matching object to picture
3. Matching picture to picture

Auditory Training:

Use "Sounds I Hear" lesson for sounds of vehicles. Let children identify sounds.

Gross Motor Activities:

Make outline (tape) of straight and curved lines on floor. Children walk on lines.

Place large traffic signs along the "road" taped on the floor. Children walk along road and obey signs.

Fine Motor Skills:

Children push toy vehicles along lines and "road" on floor. Build bridge over lines - teach over and under.

Make stencils of transportation vehicles to color and cut out.

Parent Participation:

Send home a Unit Plan such as the one that follows:

Dear Parents:

We are now studying "transportation." The children are using signs (and words) for the following:

Nouns	Verbs	Prepositions
car	push	over

airplane
truck
bus
school bus
boat
tricycle
bicycle
wagon
train
cab

pull
fly
ride

under

We will be identifying the different means of transportation and grouping them according to looks and use. Please help me by pointing out these objects (after school hours) to your child. You could point them out

1. When you are riding with your child
2. When you are looking at books or magazines with your child
3. When you are watching T.V. together.

We are also learning the sounds of the objects. When you see a car or airplane, etc., make the noise for your child. If you can tolerate it, let him blow the car horn or let him get close enough to a train or airplane so he can hear the sound.

Also this month we are studying the shapes - circle, square, triangle. We will be using these shapes to help the children identify traffic signs. When you are riding or walking, point out the traffic signs and say, "Look, that sign is shaped like a square, etc." (Draw an outline of the shape in the air with your finger as you say circle, etc.)

Encourage your child to play with toy trucks, cars, trains, etc. Have him push them along a make-believe road. If you really want to have fun, make tiny traffic signs for your child and have him obey as he pushes his car along. Build a bridge and have him push the car over the bridge and under the bridge. If you don't know the signs, gesture to him what to do. He'll understand!!

If you will take time to enjoy these activities with your child, he will learn quickly and enjoy your participation. This is your opportunity to help your child learn that learning is fun and includes you.

You will soon be receiving a date for your conference with me. Begin now to write down questions you might have. Also jot down some of the new and exciting things your child has been doing.

See you soon,

s/ Mrs. Walsh

P.S. If your child is inside around 4:30 p.m., please turn to Channel and let him watch "The Electric Company." This is a marvelous program for children. I like it, too!!

Samples of Seatwork:

Dittoes

Magic stencils

Science

During the second year, the students in the Primary Class exhibited a heightened interest and curiosity in the world around them. Much emphasis was put on this in their language development. The teacher decided this would be a good time to introduce something in the way of Science to augment the Language Development.

The Scott Foresman Pre-Primary Science System - Living Things - was used as the text. Some of the activities used were:

1. Placing beans in baby food jars stuffed with wet paper towels - watching them grow and then planting them in pots. The children were actually afraid of the sprouts when they first appeared on the beans, but at the same time were fascinated with this new observation.
2. Potatoes and carrots were cut and placed in water (in a see-through container). The children watched these grow. Again, the roots appeared to frighten them initially.
3. Identifying real plants from a photograph of a plant of the same kind. The children brought plants from home and pictures were matched to them.

The word "plant" was first used, then the name of the plant was taped to the container. Later the sentences, "Beans grow," "Potatoes grow," "Carrots grow" were attached to the containers.

Auxilary Services at the Center

The Preschool Learning Center in which the day classes are housed has many types of Special Education Services available. The students in the multi-handicapped classes are eligible to receive help in any of the other classes offered at the Center including:

Speech therapy
Language classes (for hearing children)
Preschool deaf education

Several of the multi-handicapped students receive speech therapy, three participate in the Language classes and one has been included in the Deaf Education class. The children are seen for short periods of time for help and then return to their classroom for the remainder of the school day.

Parent Participation

It is of utmost importance that the parents of multi-handicapped children be closely associated with their child's education and be cognizant of what is being taught at what time and by what method. There must be good communication and a good working relationship between parent and teacher. It has been found that this is, perhaps, one of the most difficult achievements to realize.

If the children are to benefit fully from their training in total communication it is necessary that the parents and other family members be able to communicate with their children by such means. The Center purchased manual communication books for the parents at the time the method was introduced to the children. The plan was to have sessions of "teaching signs" at the regular PTA meetings. This met with little success as all parents could not or did not attend regularly. In fairness to the parents it should be explained that it was not necessarily disinterest on their part, but usually had to do with lack of transportation or conflict with their working hours.

Recommendations were made that parents attend courses in manual communication being offered at the Atlanta Area School for the Deaf. These were night classes and again the same aforementioned problems caused many parents to be unable to attend.

In desperation, the teachers took to using as much time as possible during the "Parent Conferences" to teach a few signs. The teacher assistant in the Primary Class was very gifted in art and she reproduced the signs being used most often on stencils and these were sent home to the parents.

Another form of communication used was the "newsletter" type sent each month (such as the one included earlier under "Sample Lesson Plan for Unit Study"). In this way the teacher could tell the parents what was going on and invoke their assistance and participation.

Of course, many daily communiques were handled by notes and telephone calls.

What a difference structure makes!

The second year of the day classes brought about significant changes in parental attitudes. The relocation of the classes to a regular school type building with classes designed for many preschool problems, an administrative staff not unlike that of a regular public school, a cafeteria which required payment for school lunches (like all school children), and fund raising projects - all seemed to bring emphasis to the idea that "my child is in a regular school program now, doing what all school children do, and I can now behave as the parents of other school children - "I must attend PTA, I must send my child's lunch money, I am required to participate in all those projects indicative of school functions, etc."

The teachers required this participation and received almost 100% cooperation.

It appears that the large "void of difference" dissolved greatly and the parents felt their children had attained at least another degree toward normalcy. The teachers were able to empathize with the parents even though they had to take on that time consuming and undesirable "collection of lunch money."

Abbreviated Outline of Language Curriculum

Outline of Language Behaviors To Be Taught (with specific materials that might be used in such teaching)

1. Comprehension and Expression of Oral Language
    - A. Recognition of Objects
        1. By name:
            - Instructo Flannelboard Kits
                - No. 88-1 Farm Animals and Babies
                - No. 90 Zoo Animals
                - No. 34 Toy Chest of Beginning Sounds
            - Rubber animals
            - Peabody Language Development Kit #P (Hereafter to be written PLDK):
                - Disassembled mannikins and clothes
                - Fruits and vegetables
            - Doll house and furniture
            - Rubber family (dolls)
        2. By function:
            - Flannelboard kits of animals and their products
            - Language Lotto

Language Matrices

Doll house - rubber family

Puppet Playmates

B. Recognition of Pictures

1. By name:

PLDK #P: 45 magnetic geometric shapes

Story posters of farms, circus, department store, city, winter carnival, shopping center

PLDK #3: 41 animal cards, 29 clothing cards, 51 food cards, 37 toy cards, 26 people cards, 18 transportation cards

Ginn Language Kit A

Wild and Domestic Animal and Bird Stencils

Instructo flannelboard kit - My Face and Body

2. By function:

PLDK #P: 44 household cards

Ginn Language Kit A

C. Categorizing

Developmental Learning Materials: (Hereafter to be written DLM)

Motor Expressive Cards 1 - No. P 159

Association Picture Cards II - No. P 156

Sesame Street Book and Record

Instructo: No. 1014 The Classification Game

No. 33 Opposite Concepts

No. 32 Rhyming Pictures

D. Number Concepts

PLDK #P: 30 Number Concept Cards

PLDK #3: 15 Number Cards (Roman Numerals and Arabic Numbers, also fractions: 1/2, 1/4, 1/3)

Instructo Pupil Pack - Numerals and Counting Shapes

Large Dominoes

E. Spatial and Temporal Orientation

Instructo - Opposite Concepts

DLM Sequential Picture Cards No. P 162

DLM Spatial Relation Picture Cards 1 No. P 125

PLDK #P: P. Mooney, Ophelia and the Where-Bear

PLDK #P: 4 Season Cards - 4 Time Cards

Sesame Street Book and Record

PLDK #3: 15 Time Cards - clock

F. Serial Directions

Instructo: No. 1015 Let's Learn Sequence

Flannelboard kits of nursery rhymes

Make a Funny Story

Instructo Big Book

DLM Sequential Picture Cards 1, 2, 3 No. P 127

PLDK #P: P. Mooney Record Stories with Pictures

PLDK #P: #1, #2, #3 Color Chips

Milton Bradley Sequence Cards No. 7524

Tell Again Stories - Story Sequence Pictures

Ginn Language Kit A

A. Methods and Techniques

It is suggested that the teacher use the Teacher's Guide, or instructions that accompany the specific materials named in the foregoing outline. It is also suggested that the teacher keep in mind the sequence she follows in teaching, i.e., begin with the concrete items and progress to the representational and then to the abstract.

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Very important in "Methods and Techniques" of teaching is Motivation and Innovation on the part of the teacher. Most of the materials listed in the aforementioned outline can be used in many ways that vary from the Teacher's Guide and Instructions. The teacher should use her own creativeness in expanding and modifying the useage of the materials.

B. Commerical Materials

Language Kits:

Peabody Language Development Kits

(PLDK) (Dunn and Smith, 1965; 1966, 1967; Horton, Dunn, and Smith, 1967) These kits are a series of four group oral language development programs designed for young culturally deprived, educationally handicapped, and mentally retarded children. They were designed specifically for children having mental ages (MA) between three and ten years of age with level P (1967) designed for MA's of three to five, level #1 (1965) for MA's of four and one-half to six and one-half, level #2 (1966) for MA's of six to eight, and level #3 (1967) for MA's of eight to ten.

Publisher - American Guidance Service
Publisher's Building, Inc.
Circle Pines, Minnesota 55014

Level "P"	Price:	$153.00
#1	"	57.00
#2	"	70.00
#3	"	54.00

Ginn Language Kit "A"

By Theodore Clymer, Bernice M. Christenson & David H. Russell

This kit is designed to help children develop the language, thinking, and perception skills necessary to success in learning to read. The activities in the lessons are designed to help the child acquire skills in six basic areas of learning:

1. Thinking
2. Oral Language Growth
3. Listening
4. Visual Discrimination
5. Auditory Perception
6. Directional Orientation

Publisher: Ginn and Company
Boston, Massachusetts 02117

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Developmental Learning Materials

Publisher: Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 68657

Sequential Picture Cards #1

#P 127

Very small cards... five sequences of six cards each. Major purposes are to develop awareness ideational relationship between two, or more separate pictures; to develop the ability to mentally relate events in a naturally occurring order and to learn to associate the sequence of events as they occur in time to a corresponding arrangement of pictures in space.

Sequential Picture Cards #2

#P 161 (3 pictures in a sequence)

Example: Vase - Vase and flowers - Vase containing flowers

Sequential Picture Cards #3

#P 162

Five sequences of six cards each:

1. Plant growth
2. Seasonal changes

3. Passage of daily time as related to people's activities

4. 24 hour cycle of daylight to darkness

5. Steps in production

Spatial Relation Picture Cards #1

#P 125

Five sets of six pictures which illustrate seven spatial relationships:

1. in
2. on, on top of
3. behind, in back of
4. in front of
5. under
6. by, or beside - right
7. by, or beside - left

Motor Expressive Cards #1

#P 159

Fifteen pairs of cards to be matched by how they go togeher.

Example: Astronaut with a rocket.

Association Picture Cards #2

#P 156

Six sets of five pictures each. Pictures represent five examples of one class of objects - they may differ in color, form, details, etc., but all of the examples of a class share common characteristics or functions.

1.	Hats	4.	Cars
2.	Boots	5.	Trucks
3.	Dogs	6.	Birds

Sequence Cards

No. 7524 - Milton Bradley Price

Price $1.25

Wild and Domestic Animal and Bird Stencils

No. 1584

Publisher: Kenworthy Educational Service
Buffalo, New York

Price $1.25

Easy to trace stencils for teaching recognition of animals and birds.

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The Sesame Street Book and Record

Columbia Stereo CS 1069

Instructo Products

May be ordered from ABC School Supply, Inc.
437 Armour Circle, N. E.
P. O. Box 13084
Atlanta, Georgia 30324

No. 88-1 Farm Animals and Babies (flannelboard)

Price $2.95

Purposes: To identify farm animals, animal mothers and their babies, and to classify farm animals according to where they would be found on the farm (land or water, penned or unpenned), the type of animal (birds or mammals, four-footed or two-footed), the products they give us (clothing, meat, milk, eggs, etc.) and the kind of work they do for the farmer (pulling plow); also to extend the vocabulary to include the names of farm animals.

No. 90 Zoo Animals (flannelboard)

Price $2.50

Purposes: To help children identify and name common zoo animals

To develop an understanding of the needs of zoo animals and how they are met

To develop skill in classification, classifying animals according to size, color, other physical characteristics, environment, etc.

To provide the opportunity for oral expression and creative story telling

To motivate or summarize a class visit to the zoo

No. 1014 The Classification Game

Price $5.95

Purposes: To develop recognition of the following stores and various articles found in each: Clothing store, food store, pet store, toy store.

To improve organizing and classifying skills

To develop the following readiness skills: Picture interpretation, visual discrimination

No. 33 Opposite Concepts

Price $2.95

Purposes: To develop the ability to identify opposites

To promote visual discrimination and skill in picture interpretation

To promote ability to perceive relationships

To provide opportunity for vocabulary development

No. 34 Toy Chest of Beginning Sounds

Price $2.95

Purpose: To develop skill in the auditory discrimination of beginning sounds

No. 32 Rhyming Pictures

Price $2.95

Purpose: To develop ability to recognize rhyming elements in words

To promote skill in picture interpretation

To help develop classification skills

No. 1015 Let's Learn Sequence

Price $4.50

Purpose: To promote skills in recognizing and using a beginning, middle and end in a story

To help develop left-right progression

No. 1177 Instructo Big Book - Favorite Nursery Rhymes

Price $10.95

Purpose: To introduce nursery rhymes to children

To provide opportunities for oral language experiences through retelling the rhymes and reading of pictures

To provide a successful, enjoyable beginning reading experience

No. 165 Nursery Rhymes (Flannelboard)

Price $3.95 each (kits)

Purpose: To teach sequencing and rhyming sounds

No. 1106 Puppet Playmates (5 characters to a set)

Price $6.95 per set

Large, cardboard puppets with head and arm holes

Good for promoting self expression and group participation

No. 285 My Face and Body (flannelboard

Price $3.95

Allows children to assemble large felt cut-outs for identifying and discovering relationships among major parts of the body.

Includes 76 pieces for study of the face and features, and major parts of arm, leg, hand, and foot. Printed word cards for optional labeling.

No. 1301 Pupil Pack

Price (set of six Pupil Packs) $9.95

This kit introduces number experiences. Each kit contains a child-size "flannelboard" and a wide assortment of cut-outs for beginning number experiences. The teacher uses a full size flannelboard and the children use their individual "boards" at their desks.

Doll House and Furniture - Bendable Rubber Families

May be ordered from ABC School Supply, Inc., Atlanta, Georgia

These items are good for the development of oral language and for role playing.

Rubber Animals

ABC School Supply, Inc.

Farm Animals - Set of 7 - Price $11.95

Zoo Animals - Set of 5 - Price $11.95

These animals can be used in conjunction with picture study of farm and zoo animals to afford the child the tactual concrete object.

Dominoes

Set of 28 Dominoes

Price $1.00 per set

These are very good for beginning number experiences.

Equipment Used for Remediation of Language and Speech

Language Master - Bell and Howell Company
Audio-Visual Products Division
7100 McCormick Road
Chicago, Illinois 60645

Reading Readiness Audio Flashcard and Audio Tape Program - Electronic Futures, Inc. (EFI)

EFI Auditory Notebook

EFI Drill Patterns in Speech Therapy

Model 101 Audio Flashcard Reader (EFI)

EFI Patterns in Phonics - Electronic Futures, Inc.
Suite 127
1600 Tully Circle, N.E.
Atlanta, Georgia 30329

Progress Reports and Explanations

Pre-Primary

Primary

Progress Report - Pre-Primary

Explanation of Progress Report

This report is designed to deal with the individual child in the class as usually each child has made progress in different areas and specific emphasis has been different for each child. The general headings are standard on each child's report, but the teacher is able to fill in the specific activities or sub-headings that are applicable to each child. For example, under Communication for one child the sub-headings may be: Signing Vocabulary - expressive - to include the signs the child uses for labeling in structured or unstructured activities at the request of the teacher; Signing Vocabulary - receptive - to include the vocabulary the child responds to meaningfully and appropriately whether by following directions or labeling; Spontaneous Attempts at communication with signs - to include the child's attempts to make wants or ideas known or simple labeling activities not at the request of the teacher. This same general outline could be used for another child emphasizing verbal communication skills. Under this heading, at a more basic level, sub-headings dealing with response to voice, auditory training, vocalization, etc., could be used depending on the child. The best advantage of this progress report form for these children is the space for teacher comments. The teacher's observations, explanations, or personal reports of progress can make this report extremely meaningful for the parent.

Sample reports follow.

PROGRESS REPORT - GEORGIA CENTER FOR MULTI-HANDICAPPED

PROGRESS

SOCIAL BEHAVIOR	1	2	3	4	VISUAL SKILLS

Comments

Comments:

SELF CARE	1	2	3	4	PHYSICAL DEVELOPMENT

Comments:

Comments:

COMMUNICATION	1	2	3	4

Comments:

Key: 1 = Minimal Progress
2 = Some Progress
3 = Conspicuous Progress
4 = Leveled Off or Outgrown

Parent's Sign

PROGRESS REPORT - GEORGIA CENTER FOR MULTI-HANDICAPPED

PROGRESS

	1	2	3	4

	1	2	3	4

	1	2	3	4

ress 3 = Conspicuous Progress
s 4 = Leveled Off or Outgrown

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PROGRESS

VISUAL SKILLS	1	2	3	4

Comments:

PHYSICAL DEVELOPMENT	1	2	3	4

Comments:

Parent's Signature:

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Report Card - Primary

Explanation of Report Card

Language Development (Expressive)

Your child will be graded on the following items according to his progress in:

Oral Expressive - Speaking orally; that is speaking with words as you and I do.

Manual signs - Using sign language; that is using signs instead of words or together with words.

Gestures - Using movements to tell us what he wants to say. This is not using manual signs, but simple, natural body movements to tell us things.

Lip reading - Being able to look at the speaker's face and tell what he or she is saying by the movements of his or her lips.

Language Development (Receptive)

Your child will be graded on the following items according to his progress in:

Recognition of objects by name or sign - The ability to recognize objects by giving their names or by giving the sign for the object.

Recognition of objects by function - The ability to recognize objects by telling what they are used for or by showing (with movements) what they are used for.

Recognition of pictures by name or sign - The ability to recognize a picture and tell what it is with words or with signs.

Recognition of pictures by function - The ability to recognize a picture of an object and tell what the object is used for by word or sign.

Categorizing - The ability to put objects or pictures that are alike in shape, color, or use together; such as picking out all pictures or chairs and putting them together or putting all red objects together.

Number concepts - Knowing what numbers mean. Example: How many is two, three, etc.

Spatial or temporal orientation - The ability to learn the placement of objects in, on, under, above, over, beside, etc. another object.

The ability to learn concepts of today, yesterday, tomorrow, etc.

The ability to learn the seasons of the year, the time of day, etc.

Serial directions - The ability to learn to follow directions in the proper order.

The ability to place pictures in the proper order so as to tell a story correctly.

Motor Skills

Gross motor activities - Walking, running, jumping, turning, swinging, etc.

Fine motor activities - Coloring, cutting, pasting, writing, etc.

Sample report card follows.

Child's Name: ______________________

	1st Quarter		2nd Quarter		3rd Quarter	
	Progressing satisfactorily	Needs to improve	Progressing satisfactorily	Needs to improve	Progressing satisfactorily	Needs to improve
SOCIAL MATURITY						
Gets along with others						
Is developing responsibility						
Performs self-care activities independently						
Respects rights of others						
Shows respect for authority						
Cares for personal property						
Cares for property of others						
Is courteous to others						
Displays desirable table manners						
PERSONAL HEALTH HABITS						
Keeps clean						
Appears to have adequate rest						
Has good eating habits						
Practices good health habits						
WORK AND STUDY HABITS						
Follows directions						
Completes tasks						
Works with reasonable independence						
Works well as a member of the group						
Listens attentively						

TEACHER COMMENTS:

LANGUAGE DEVELOPMENT (EXPRESS
Oral expressive
Manual signs
Gestures
Lip reading

LANGUAGE DEVELOPMENT (RECEPTI
Recognition of objects by name or sign
Recognition of objects by function
Recognition of pictures by name or sign
Recognition of pictures by function
Categorizing
Number concepts
Spatial and temporal orientat
Serial direction

MOTOR SKILLS
Gross motor activities
Fine motor activities

	1st Quarter		2nd Quarter		3rd Quarter	
	Progressing satisfactorily	Needs to improve	Progressing satisfactorily	Needs to improve	Progressing satisfactorily	Needs to improve
bility						
ivities						
ers						
ority						
perty						
others						
le						
te rest						
habits						
of						

	1st Quarter		2nd Quarter		3rd Quarter	
	Progressing satisfactorily	Needs to improve	Progressing satisfactorily	Needs to improve	Progressing satisfactorily	Needs to improve
LANGUAGE DEVELOPMENT (EXPRESSIVE)						
Oral expressive						
Manual signs						
Gestures						
Lip reading						
LANGUAGE DEVELOPMENT (RECEPTIVE)						
Recognition of objects by name or sign						
Recognition of objects by function						
Recognition of pictures by name or sign						
Recognition of pictures by function						
Categorizing						
Number concepts						
Spatial and temporal orientation						
Serial direction						
MOTOR SKILLS						
Gross motor activities						
Fine motor activities						

DeKalb County School System

Georgia Center for the Multi-Handicapped

Progress Report

Date______________________________

Teacher___________________________

Class_____________________________

Name______________________________

Learning Sequences

Learning Sequences

There have been some children who have gone through the evaluation center on whom it was difficult to get a developmental age in the area of language. With these children "Learning Sequences" were outlined and followed in order to determine the child's ability to learn simple tasks. From the response and level of achievement made on the learning sequence a determination could be made as to the ability of the child. It would answer such questions as:

1. Are the child's disabilities retarding his development or is mental retardation the causative factor?
2. Can the child learn if correct learning modality is found and employed?
3. If the child does the task - "How long did it take for success?"

Two sample learning sequences follow.

Learning Sequence

Subject: Yvette

Length of Time Observed and Taught: Two weeks

History:

Age: 6 years

Ophthalmological evaluation: No functional vision
Light perception in left eye

Audiological evaluation: Profoundly deaf

Neurological evaluation: Rubella Syndrome
Microcephalic
Self-care skills obtainable

Pediatric evaluation: Congenital Rubella Syndrome
Cataracts
Status Post Cataract Surgery (right eye)
Visual Impairment
Hearing Impairment
Pes Planus bilaterally
Heart Murmur, etiology undetermined
Microcephaly
Microphthalmia in the right eye

Global Objective: To teach Yvette to reproduce one speech sound - "ah" - by means of the Tadoma (Vibration) Method of teaching speech.

Yvette is a profoundly deaf child with no functional vision. She has no speech. Her learning modality is "tactual." The teacher decided to capitalize on her tactual ability in the teaching sequence.

Lesson I

Objective: To get Yvette to accept a headset

Yvette had found a large rag doll in the classroom and it was evident she recognized it to be a doll and liked it. She would undress the doll and put it in the doll bed.

Being cognizant that Yvette had never been introduced to a headset, the teacher brought the doll to the teaching station, placed the headset on the doll's head and let Yvette explore the doll's head and the headset on it. The teacher removed the headset and let her explore it by itself and then replaced it on the doll's head. This was repeated throughout the 20 minutes.

Result: You could see the curiosity in Yvette's face as she tried to figure out what was on the doll's head. She was not afraid to touch the headset either on or off the doll.

Lesson II

Objective: To get Yvette to wear the headset

This session began with the doll as in Lesson I, then the teacher put the headset on her head and let Yvette feel it. She was not afraid, so the teacher gently placed it on her head. She accepted it with no hesitancy. The teacher plugged the headset into the amplifier on "low" and said "Hi." This was repeated throughout the session with the amplification being increased gradually.

Result: Yvette accepted the headset well. She had a startle response to the sound when it reached the "6" level on the phonic ear. She smiled and became excited. Having established an acceptance of the headset and Yvette now having the benefit of amplification, the teacher proceeded to the next lesson.

Lesson III

Objective: To get Yvette to accept and enjoy placing her hand on the teacher's mouth and throat.

The teacher took Yvette's hand, placed it palm up on her mouth and said "Boo." She smiled. This was repeated several times, then the teacher touched her hand to see if she would volunteer the movement. She did not. The teacher repeated the motion, moving Yvette's hand to her (the teacher's) mouth. After about ten tries, the teacher was able to get her to place her hand to her mouth independently.

Results: Yvette became acquainted "tactually" with the teacher. She finally followed through with the desired movement on her own.

Lesson IV

Objective: To get Yvette to place her hands correctly on the teacher's mouth and throat (in order to employ Tadoma (Vibration) Method of teaching speech.)

The correct placement of Yvette's hand was demonstrated for her and the teacher immediately sounded a loud "ah" to acquaint her with the vibration of the throat and position of the mouth.

Result: Yvette withdrew her hands immediately, apparently a little afraid of this new experience.

This lesson was repeated for a week with the following results:

Fifth and Sixth Days:

Yvette attempted to produce the "ah" sound but emitted only a "heavy breath" sound. She was given an M & M for her effort. This became a real turning point in the teaching as Yvette loved the reward. Her effort and interest increased.

Seventh, Eighth, and Ninth Days:

Yvette independently tried to make the sound. The teacher opened and positioned her mouth for her and had her place one of her hands on her own throat and one on the teacher's face (thumb on the teacher's mouth). Yvette slowly progressed to a sort of burping sound in her throat. The M & M reward was given for each effort.

Tenth, Eleventh, and Twelfth Days:

The same method was employed as before, but reward was given only when she opened her mouth properly and emitted a loud sound. The sound was not always the "ah" sound; however, she was rewarded for any loud emission.

Thirteenth and Fourteenth Days:

Time was spent in refining the sound. Yvette was rewarded only if her sound resembled "ah." She was able to respond correctly most of the time.

At the end of the two weeks Yvette was able to anticipate the "teaching session." She went willingly to the teaching station, sat down immediately, placed one of her hands on her throat and reached out the other for the teacher. After each reproduction of "ah" Yvette would wait for her reward.

The teacher was particularly pleased with this "learning sequence." Yvette is profoundly deaf, and it is doubtful she will ever be an oral child; yet she was able, through patience, slow but definite progression, and reinforcement, to make tactual contact with the voice mechanism.

It is the teacher's belief that with time and structured learning, Yvette could learn to read lips through the vibration method.

Since the termination of this teaching experience, the teacher has introduced the "bu, bu" sound to Yvette and there is evidence that this sound will require the same slow process before it can be mastered.

The M & M reward has been to some extent "phased out" slowly and replaced by a pat on the back.

Learning Sequence

Subject: Douglas

Length of Time Observed and Taught: Two weeks

History:

Age: 3 years, 2 months

Vision: Cataract in right eye
Aphakic in left eye
Has rubella retinitis
Wears glasses

Hearing: Mild hearing loss in both ears

Speech: None

Neurologist's observations: Possible Rubella Syndrome
Slightly microcephalic
No evidence of any long standing or progressive long tract damage

Psychologist's observation: Mild Retardation to dull normal (70-80 range)

Global Objective: Simple non-verbal motor imitation

Douglas does not produce any speech sounds; so the decision was made to have his initial training consist of the imitation of a simple motor response - clap your hands.

Lesson Plan I

Teacher says: "Clap your hands" and demonstrates for child.

If child makes any approximation to the correct response, a reinforcement is to be delivered. If child does not imitate, teacher "claps" the child's hands and delivers a reinforcement.

The above lesson plan was followed for 6 days (a 20 minute session with Douglas each day) with the following results:

First Day:

Teacher said, "Clap your hands," and demonstrated. No response from child. Teacher took child's hands and clapped them and gave him an M & M. Child liked reward. This was repeated throughout the 20 minute session.

Second and Third Days:

Same as first day.

Fourth Day:

Teacher repeated procedure of days before, but helped child clap hands from his elbow. Child responded slightly with a little effort toward clapping. Reward was continued.

Fifth and Sixth Days:

Same as fourth day except reward was withheld until child reached out and searched teacher's hands for reward.

Seventh Day:

Initial procedure was followed. After clapping child's hands from elbow twice and withholding reward until he searched for it, teacher said, "Clap your hands, Douglas" in a firm sounding voice. Child gave the correct response.

Lesson Plan II

Objective: To have child "overlearn" the command "Clap your hands."

Teacher talks to child and intersperses command "Clap your hands" throughout the session.

__Eighth, Ninth, and Tenth Days__:

The above lesson plan was employed for three days with the child responding correctly every time with big smile accompanying response.

__Eleventh Day__:

At this juncture of training, Douglas would approach the teaching station, smile, and clap his hands without waiting for the command. It was felt, at this time, that he had definitely "overlearned" the command, and the teacher proceeded to the next lesson.

Lesson Plan III

Objective: To determine if child actually understood the command or if he was responding to an intonation of the voice.

Teacher substitutes commands such as "Sit your down," "Pat your head."

Twelfth Day:

Child did not respond to any of these commands. Teacher went back to "Clap your hands," received the correct response, and rewarded child.

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Lesson Plan IV

Lesson Plan IV

Objective: To determine if child can discriminate sound of clapping hands from other sounds.

A recording of sounds was played. Included on recording was the sound of "clapping hands."

Thirteenth and Fourteenth Days:

Child listened to recording - the first sound was "walking," the second sound was "running," the third sound was "clapping." At the clapping sound child clapped his hands without visual clues from teacher. Recording was played several times for two days, and child responded correctly.

Report on Rubella and Handicapped Children

by

Donald R. Calvert

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Report on Rubella and Handicapped Children

By: Donald R. Calvert

Project Centers Branch

Division of Educational Services

Bureau of Education for the Handicapped

Department of Health, Education, and Welfare

Date of Publication: May, 1969

This information publication explains Rubella, its effects, its prevalance, and the federal laws providing for centers to serve these children.

The most impressive data given is the following concerning "Educational Costs" for these children:

Of 20,000 children, one-third will have visual impairment, two-thirds will have hearing impairment; 1,250 of these will have a combination of vision and hearing impairment. The remaining 1,250 will not have sensory impairment but will be severely retarded and some will have significant neuro-muscular disorders. The additional 10,000 children will have mild to moderate handicaps that may not be apparent when the child is very young.

Costs of educating a child with visual impairment average $3,498.86 annually; for a hearing impaired child, $2,910.93 annually; for a deaf-blind child, $14,000* annually, and for a mentally retarded child, $2,774.00 annually. These costs are based on the average annual cost per pupil in 1966-67. Costs for 13 years of basic special education are listed below:

Handicap	Number Children	Cost/Year Education	No. Years Education	Total Cost Education
Visually Impaired	5,500	$ 3,500	13 years	$ 251,250,000
Hearing Impaired	12,000	3,000	13 years	468,000,000
Deaf-Blind	1,250	14,000	13 years	227,500,000
Retarded/Crippled	1,250	3,000	13 years	48,750,000
Mild-Moderate	10,000	2,000	13 years	260,000,000
	30,000			$1,255,500,000

Average cost of institutionalizing a child for life without education is $180,000 each. This cost times 15,000 children (half of rubella group) totals $2,700,000,000, or more than three times the cost of educating a child to help him become a productive citizen to the limit of his capabilities.

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*Based on current costs at Perkins Institute

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